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ABSTRACT

This handbook for vocational administrators presents an overview of vocational education programs, services, and administrative structures in Alaska. The manual contains three parts. The first, brief section introduces secondary vocational education and lists its enabling legislation. The second part presents a detailed overview of vocational education in Alaska. Topics covered include the mission of the Department of Education in vocational education, goals, principles, financial support, the Division of Adult and Vocational Education (organizational structure), and vocational education services (such as program application, curriculum, evaluation, technical assistance, equity, disabilities, career guidance and counseling, rural students, on-the-job training, student organizations, compliance, management information system, state plan, grants management, the Alaska Career Information System, and teacher certification). The last part of the guide outlines the local vocational education administrator's role. Topics covered include responsibilities, standards, program development (including planning, advisory council, needs asssessment, personnel qualifications and development, equal opportunity, exceptional persons, curriculum, facilities, evaluation, student organizations, guidance and placement, management information system, and state aid), and requirements for meeting standards. Appendixes, which make up half of the document, contain sample forms, resources, definitions, bibliography, and regulations for vocational education programs. (KC)

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# Vocational Education Administration Handbook

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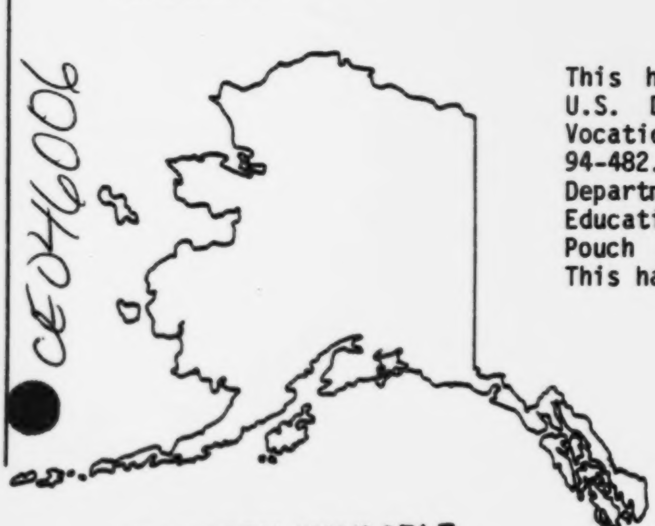

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# PART I

## Introduction to Vocational Education

# Secondary Vocational Education

Vocational education is concerned with the development of the individual student in five areas: 1) personal skills and attitudes, 2) communication and computational skills and technological literacy, 3) employability skills, 4) broad and specific occupational skills and knowledge, and 5) foundations for career planning and lifelong learning. These purposes are shared by other parts of the secondary school system, as well as by external programs, agencies, and extracurricular functions of the school system. All seek to provide youth with experiences that prepare them for continued educational opportunities and work, as well as for family, social, civic, and personal responsibilities.

Vocational education in the integrated secondary curriculum includes career guidance and exploration, general employability skills, broad concepts of work and family, and general and specific occupational skill training. This content should not be limited to formal classroom courses. It should be part of the total school experiences requiring, perhaps, internships in the community, part-time work, special projects, and independent studies.

As a means of teaching, vocational education often serves as the glue that holds students' total education together, making academic work meaningful and goal-oriented. The real strength of vocational education lies in its ability to motivate students to stay involved in productive and creative experiences. The applied orientation of vocational classes, coupled with a tradition of field-based activities, stimulates student motivation and provides concrete ways to learn abstract principles. Students develop competence and confidence in their abilities by applying both knowledge and skills to the task at hand.

excerpts from The Unfinished Agenda
"The Role of Vocational Education in the High School"
The National Commission on Secondary Vocational Education

# Enabling Legislation

Listed below are those federal and state laws which govern the administration of vocational education. Each reference has its unique set of rules and regulations giving specific requirements for compliance.

## Federal Law and Regulation

P.L. 98-524 - Carl D. Perkins Vocational Education Act

P.L. 88-352 - Civil Rights Act - Title VI, Section 602, Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap

P.L. 92-318 - Education Amendments of 1972 - Title IX

P.L. 94-142 - Education of All Handicapped Act

P.L. 95-602 - Architectural and Transportation Barriers Compliance - 36CFR Part 1190

P.L. 93-112 - Rehabilitation Act - Title VII, Section 504

## State Law and Regulation

Compiled School Laws of Alaska

Alaska Statutes, Title 14, Education

Alaska Statutes, Title 44, Chapter 27, Section 44.27.010-020

Department of Education Rules and Regulations, Title 4, Education Regulations through Register 67, Chapter 51

For specific information regarding legal references for vocational education, please contact:

Division of Adult and Vocational Education
Pouch F
Juneau, Alaska 99811
465-4685/2980

# PART II

## Vocational Education in Alaska

# Mission of Department of Education in Vocational Education

The State Board of Vocational Education directs the Commissioner to assure that state resources and policies make quality vocational instruction accessible to all Alaskans. The Department of Education will administer the statutes, rules, regulations and standards in an impartial and efficient manner; provide leadership and service to strengthen local planning and delivery of quality educational opportunities; maintain a system of information management that contributes to effective decision making at the local level; foster community involvement in planning and evaluation through the local advisory process; and provide local access to research and development designed to improve the quality of vocational education.

# Goals for Vocational Education

The State Board of Vocational Education has adopted the following nine goals as the foundation for strengthening vocational education in Alaska:

1. Developing and implementing statewide standards
2. Developing and implementing comprehensive on-going program planning at the local and state level
3. Ensuring the fiscal integrity of the expenditures of state and federal funds for career and vocational education
4. Providing staff development opportunities to increase the technical expertise of career and vocational educators
5. Developing and implementing comprehensive on-going program evaluations at the local and state levels
6. Designing and distributing state-of-the-art curriculum materials relevant to Alaska's needs
7. Assisting in program development for special needs students
8. Achieving cooperation among public and private entities involved in vocational education and employment
9. Improving the quality of career and vocational education by providing technical assistance

adopted at 12/84 meeting of
State Board of Vocational Education

# Principles of Vocational Education

1. Vocational education programs are organized educational and training programs which are directly related to the preparation of individuals for paid or unpaid employment.

2. Vocational education should be an integral component of a comprehensive educational system.

3. Vocational education should serve training and retraining needs regardless of race, religion, national origin, age, sex, handicap, marital status, changes in marital status, pregnancy, parenthood, veteran's status, veteran's disability or political affiliation.

4. Vocational education should provide quality programs in the most cost-efficient manner using a wide variety of resources.

5. Vocational education should be coordinated with other public and private training/developmental activities to best meet the needs of the state and its citizens.

6. Vocational education planning should be based on the systematic assessment of social, economic, and employment needs of the local community, state, national, and international opportunities for employment.

7. Vocational education should be evaluated with local community involvement.

8. Vocational education instructors should be competent in the occupation for which they are providing instruction and training, and should possess adequate professional qualifications for teaching students with differing needs and skills levels.

9. Vocational education facilities and equipment should be comparable to those found in the occupation for which the training is being provided.

10. Vocational education administrative and supervisory personnel should assure the provision of planning, evaluation, fiscal support, staff development, and career guidance and job placement opportunities for vocational education students.

11. Vocational education should develop leadership, citizenship, and a spirit of cooperation through leadership experiences in the classroom through DECA, FFA, FHA/HERO, OEA, VICA, and similar organizations.

# Financial Support for Vocational Education

State Funds

The State of Alaska has a responsibility for supporting and monitoring the provision of vocational education services to its citizens. Alaska has historically supported vocational education programs by providing additional foundation funds to assist local education agencies in covering the added costs of vocational programs (instructional equipment and supplies, lower pupil/teacher ratios, etc.).

For the purposes of Alaska's foundation support program, "vocational education pupils" means "students in average daily membership/full time equivalency enrolled in vocational education courses in grades nine through twelve as approved by the department."

The Department of Education has developed a process a) to identify vocational programs which will be provided with state supplemental funds, and b) to reimburse the local education agency for student attendance in the courses which comprise the approved programs. To qualify for State funding, vocational education programs must be approved by the State Department of Education by following procedural guidelines described in the Program Application process. (See Appendix B.)

Federal Funds

The Carl D. Perkins Vocational Education Act (P.L.98-524) amends the 1963 Vocational Education Act and reauthorizes federal support for vocational education. The major changes are found in program emphasis in Title II.

Title II of the act covers a basic grant of two parts:

Part A - 57% of the funding is to be used for maintenance of programs and to assist special populations:

| | |
|---|---|
| Handicapped | 10.0% |
| Disadvantaged | 22.0% |
| Adults | 12.0% |
| Single Parents & Homemakers | 8.5% |
| Participants in Programs to Eliminate Sex Bias | 3.5% |
| Criminal Offenders | 1.0% |

Part B - 43% of basic grant funds are reserved for initiating, improving and expanding vocational education programs or services. The funds are to be used to modernize vocational education programs nationwide.

Federal vocational grant funds are distributed according to State Three-Year Plan and Annual Plan priorities. Available funds are advertised through a request for proposal (RFP) process. Local education agencies may apply for these funds; notification is by grant award and payment is on a reimbursement basis. Disadvantaged and Handicapped funds are distributed by a formula and application process.

For specific information regarding financial support for vocational education, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

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# DIVISION OF ADULT AND VOCATIONAL EDUCATION
## Organizational Structure
## July 1, 1985

- Director
  - Deputy Director
    - Vocational Education Services
      - Program Application and Approval
      - Vocational Education Curriculum Services
      - Program Evaluation/Technical Assistance
      - Equity in Vocational Education
      - Vocational Education for Special Needs Students
      - Career Guidance and Counseling
      - Cooperative Vocational Education
      - Rural Student Vocational Program (RSVP)
      - On-the-Job Training (OJT)
      - Vocational Student Leadership Organizations (VSLO's)
      - Kotzebue Technical Center
      - Secondary Vocational Centers
      - Youth Employment Service
    - Fiscal and Support Services
      - Monitoring and Compliance
      - Management Information System
      - Alaska State Plan for Vocational Education
      - Alaska State Plan for Adult Education
      - Grants Management
      - Alaska Career Information System (AKCIS)
      - Operating Budget
    - Adult Education
      - Job Training Partnership Act (JTPA)
      - Adult Basic Education (ABE)
      - General Equivalency Diploma (GED)
      - Corrections Education/Youth in Detention
      - Fire Service Training
      - Publications
    - Alaska Vocational Technical Center
      - Administrative Management
      - Instructional Programs
      - Support Services
      - Student Services
      - Short Term Training Programs

# Division of Adult and Vocational Education
# Vocational Education Services

Program Application and Approval - Manages the program application and approval process for the following programs:

- Agribusiness and Agricultural Production
- Renewable Natural Resources
- Business and Management
- Business and Office
- Marketing and Distribution
- Consumer, Personal, and Miscellaneous Services
- Engineering and Engineering-Related Technologies
- Vocational Home Economics
- Industrial Arts
- Construction Trades
- Mechanics and Repairers
- Precision Production
- Water Transportation

Vocational Education Curriculum Services - Manages the Vocational Materials Library. Provides technical assistance to local education agencies in securing curriculum for vocational education programs.

Program Evaluation/Technical Assistance - Manages and conducts program evaluations and provides technical assistance for local education agency self-evaluation.

Equity in Vocational Education - Provides technical assistance and staff development to encourage equity in vocational education programs.

Vocational Education for Special Needs Students - Provides assistance to local education agencies in meeting the needs of all students regardless of race, sex, national origin, limited English-speaking ability, handicapping condition or economic condition.

Career Guidance and Counseling - Serves as liaison with Alaska School Counselors' Association. Provides technical assistance to school counselors and instructors regarding career and vocational guidance.

Cooperative Vocational Education - Provides technical assistance in developing and operating Cooperative Vocational Education programs.

Rural Student Vocational Program (RSVP) - Manages the Rural Student Vocational Program which provides work experience for rural students.

On-the-Job Training (OJT) - Provides technical assistance in developing and operating On-the-Job Training programs.

Vocational Student Leadership Organizations (VSLO's) - Manages statewide Student Leadership Project which includes support services for Vocational Student Leadership Organizations.

Youth Employment Service (YES) - Manages the Youth Employment Services (YES) project. Manages the Alaska HOST program.

## Fiscal and Support Services

Monitoring and Compliance - Monitors vocational programs to ensure compliance with federal and state laws and regulations.

Management Information System - Administers the Vocational Data System (VEDS) and compiles reports. Coordinates the collection and utilization of data. Provides technical assistance in developing local education agency management information systems.

Alaska State Plan for Vocational Education - Develops annual state plan for vocational education and issues applications for federal funds.

Grants Management - Coordinates the fiscal process for all state and federal grants awarded through the Division of Adult and Vocational Education. Manages all mini-grants awarded by the Division.

Alaska Career Information System (AKCIS) - Coordinates the Alaska Career Information System, a computerized data base for career decision-making. The Alaska Occupation Information Coordinating Committee provides computerized labor market information through AKCIS.

# Program Application and Approval

All local education agencies desiring to be eligible for state vocational foundation support for their secondary vocational education programs must submit a description of those programs to the Department of Education for approval. This system is designed as an on-going system of review and approval. Updates and changes may be made in any approved vocational education program by submitting a revision of the program and course descriptions to the Division of Adult and Vocational Education.

One third of the local education agencies' vocational education programs will be reviewed in conjunction with the monitoring and compliance or evaluation processes each year. This review will focus on three areas:

1. Are all of the courses listed in the approved programs being offered to students on a yearly or regularly scheduled basis (i.e. every two or three years)?

2. Is the content of the courses within the approved program current and up-to-date?

3. Does the program warrant revision or termination?

This review process will be conducted jointly by the Division of Adult and Vocational Education staff and the local education agency administration and staff.

By the end of the 1987-88 school year all school districts will have had their vocational programs reviewed by the Division of Adult and Vocational Education. At that time, all programs will have been submitted and approved according to the process and forms found in Appendix B of this handbook.

New program descriptions and/or revisions must be submitted prior to July 1 for the coming fall term of the school year or November 1 for the following spring term. Early submission of program descriptions is encouraged to allow sufficient time for any necessary communication between the Department and local school districts. The Division of Adult and Vocational Education approves and reports on vocational programs according to the Classification of Instructional Programs (CIP) codes. (See Appendix-B.)

For specific information on vocational education program approval and review, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Vocational Education Curriculum Services

A curriculum is a well defined continuum of learning experiences organized into programs in various subject matter areas. A program is a subdivision of the total curriculum reflecting a logically related grouping of courses. All of the programs make up the total curriculum.

Regulation 4 AAC 05.080.(d) requires that each district adopt a curriculum which describes what shall be taught students in attendance in grades K-12. This curriculum must be systematically evaluated on an ongoing basis with each content area undergoing review at least once every six years. This regulation also applies to the vocational programs in a district. The curriculum should contain:

1) a statement that the document is intended to be used as a guide for planning instructional strategies

2) statements outlining the goals for which the curriculum was designed

3) content which can be expected to accomplish the goals

4) a description of the evaluation design for determining the effectiveness of the curriculum

The Division of Adult and Vocational Education provides the following curriculum services:

1. An inhouse library which disseminates both free and loan copies of vocational materials

2. Computerized catalogs for both the state and regional vocational materials libraries

3. Access to the Ten-State Regional Vocational Materials library located in Olympia, Washington

4. Computer access to the National Vocational Materials Library located in Columbus, Ohio. The Division subscribes to Bibliographic Retrieval Services, Inc., and will conduct a limited number of searches for local educational agencies.

5. Model curricula in vocational education for adoption/adaption by local school districts

6. Statewide staff development activities to facilitate the use of curriculum networks and technology by teachers and administrators

7. Coordination of cooperative curriculum ventures among local and state agencies

8. Technical assistance and inservice materials for curriculum planning

9. Referral to private consultants for development of major curriculum projects

For specific information regarding curriculum, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Program Evaluation

Vocational program evaluation is the process of systematically identifying, collecting, analyzing, and reporting information about vocational education programs. Evaluation should be an ongoing, integral part of all vocational education programs. The ultimate purpose of evaluation is to improve programs.

Evaluation is only effective when active follow-up results. The findings of any evaluation should be carefully reviewed with the program advisory council, staff, and administration. An evaluation should provide direction for short term program planning, staff development planning, curriculum refinement, and long-range goal development.

Four questions should be addressed in a program evaluation:

Is the program appropriate? To determine whether or not a program is necessary, consider the demands of the local, state, and national labor markets. Any program's existence should be periodically questioned and justified according to current needs for vocational training in a given area.

Is the program effective? To determine whether or not a program is effective, consider student outcomes. Are graduates of the program able to perform at desired levels of competency? This can be determined through assessing student performance upon completion of the program.

Are program costs acceptable? To determine whether or not a program is cost effective, conduct a comparison study of program costs in comparison to other similar and effective programs. Cost effectiveness results when a program is producing desired outcomes at a reasonable cost.

Is the program efficient? To determine whether or not a program is efficient, determine if it is meeting the intended objectives in a timely manner within the established acceptable level of performance.

Program evaluation information should be gathered from two perspectives: internal, or self-evaluation, and external evaluation by someone not involved in the program. Both perspectives are valuable, and the results from each can be compared to reinforce or validate findings. A formal internal evaluation should be conducted at regular intervals and should always precede an external evaluation. External evaluations should also be conducted at regular intervals. An evaluative process should be completed prior to making administrative changes which affect vocational programs or to changing policies which will affect the program. Evaluation results should also be used as an integral part of program planning.

The Department of Education has developed an instrument, Evaluative Criteria, Vocational Education - Alaska which is designed to establish criteria for exemplary vocational education programs in Alaska. This instrument presents concepts by which a vocational program may be analyzed, and is meant to be adapted to meet specific program needs. It is intended to serve as a foundation for a total evaluation process, allowing for additions and adaptations as appropriate. Other documents or procedures may also be used in the self-evaluation process. (See Appendix E.)

For additional information and/or assistance in developing a self-evaluation or a Department of Education external evaluation, the following sources are recommended:

Evaluative Criteria, Vocational Education - Alaska
Alaska State Department of Education
Pouch F
Juneau, AK 99811

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Technical Assistance

Technical assistance is the process of providing information, guidance, and services to increase the effectiveness of local educational programs. The Division of Adult and Vocational Education can provide assistance:

- in strengthening local ability to meet the intent of school law, regulations and administrative practices
- in developing local skills in planning, operating, and evaluating local programs
- in meeting the state's standards for vocational education
- in developing curriculum and personnel development programs

The Division of Adult and Vocational Education staff can serve the following roles:

1. Objective Observer and Fact Finder - Seek out and document data as required by a predetermined process or instrument.
2. Problem Identifier - Work with client groups to identify problems as a consequence of fact finding and observation.
3. Linker - Identify alternatives and resources for problem solving and provide information to help assess consequences.
4. Joint Problem Solver - Work with group to arrive at alternative solutions to problems and assist in selecting an appropriate alternative.
5. Trainer - Prepare and/or deliver training programs aimed at strengthening local capabilities.
6. Informational Expert - Provide technical and statistical information or expertise.
7. Advocate - Support a particular policy, practice or program through guiding its implementation.

Technical assistance can be provided during workshops, conferences, in conjunction with program evaluations, and during compliance and monitoring visits.

Local districts can request technical assistance as part of compliance and monitoring visits. The district should request technical assistance at least thirty days prior to the on-site visit; unscheduled technical assistance provided during monitoring and compliance visits will be restricted to compliance related activities.

Other on-site technical assistance can be requested in writing at least sixty days prior to the preferred date of assistance. (See Appendix I.) The Division of Adult and Vocational Education staff will either provide the requested assistance or will refer district staff to agencies or individuals who can provide such assistance.

For additional information on technical assistance, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, Alaska 99811
(907) 465-4685/2980

# Equity in Vocational Education

The Carl D. Perkins Vocational Education Act (P.L. 98-524) addresses the issue of Sex Equity in Vocational Education. It calls for each state to have a full-time Sex Equity Coordinator. The Sex Equity Coordinator performs the following functions to eliminate sex bias:

1. Creates awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs.
2. Gathers, analyzes, and disseminates data on the status of men and women, students and employees, in the vocational education program of the state.
3. Develops and supports actions to correct any problems related to (2) above.
4. Reviews the distribution of grants by the State Board to assure that the interests and needs of women are addressed in the projects assisted under the act.
5. Reviews all vocational education programs in the state for sex bias.
6. Monitors the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the state relating to vocational education.
7. Reviews and submits recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report.
8. Assists local educational agencies and other interested parties in the state in improving vocational education opportunities for women.
9. Makes information readily available to the State Board, the State and National Advisory Councils on Vocational Education, the State Commission on the Status of Women, and the general public.
10. Reviews Title IX self-evaluation.

For specific information regarding the implementation of Sex Equity in Vocational Education, the following source is recommended:

Vocational Education Equity Coordinator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Vocational Education for Handicapped and Disadvantaged Students

So that handicapped and disadvantaged students may be better able to participate successfully in the regular vocational education program, all staff involved in the student's education must cooperate to provide appropriate, specially designed vocational instruction and related services in the regular class environment. This cooperation should begin in the planning of the student's individualized education program (IEP), which specifies what specially designed vocational education will be provided. The IEP will specify annual goals and short term instructional objectives and identify changes in instructional materials, equipment, facilities, or methods that will help the individual achieve vocational success in a regular program. The supportive (related) services required to help the individual benefit from the specially designed vocational education will also be specified. While the participants required by law must be included in the meeting to develop the IEP, local procedures should expand upon these requirements in order to ensure that vocational education is represented. All personnel who have information concerning the student's vocational education interests and potential and who will likely have a role in providing vocational education and supportive services should be identified, and appropriate participants should be selected.

The local educational agency should explore and specify the options available for providing appropriate vocational education programs and/or services for handicapped and disadvantaged students. Such options may include the following: direct services by the local education agency, collaborative agreements with other public educational agencies, and agreements or contracts with local employers to provide on-the-job training. Direct service is the most desirable option; this includes the provision of vocational education in the comprehensive high school and/or in the area vocational school that serves the local district.

Both P.L. 94-142 and P.L 98-524 provide funds to states to be used for inservice training of personnel. Vocational education personnel training funds may be used for training, including inservice training, for teachers and supervisors and trainers of teachers in vocational education to improve the quality of instruction, supervision, and administration of vocational education for persons who are handicapped and/or disadvantaged.

The Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524) requires the formula distribution of funds for handicapped and disadvantaged students. The legislation is very specific about formula funding for eligible recipients to carry out state plan activities for handicapped and disadvantaged students. These special entitlement funds apply to the areas of handicapped and disadvantaged. (See Appendix J.)

To be considered as a participating eligible recipient for these special entitlement funds for handicapped and disadvantaged students, a local education agency must provide to each handicapped or disadvantaged student who enrolls in a vocational education program the following minimal services:

- An assessment of the interests, abilities, and special needs of that student with respect to successfully completing the vocational education program
- Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established above
- Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services
- Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

Federal funds for these specific program entitlements must be matched using non-federal funds.

Data obtained from participating agencies will be inserted into the formula based on (1) the data from those agencies that wish to be considered eligible for the entitlement (statewide totals); and (2) the data from those agencies which make application for the entitlement (individual agency percentage of funds). Appendix J contains the form for use in applying for federal Disadvantaged and Handicapped Entitlement Funds.

Appendix M of this handbook contains definitions of terms used to identify special needs students.

For specific information regarding the implementation of supplemental and supportive services for handicapped and disadvantaged students in vocational education, two primary sources are recommended:

Vocational Education for Handicapped Students
"Guidelines for Program Development"
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811

Coordinator for Special Needs
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Career Guidance and Counseling

Career guidance counseling should lead to a comprehensive understanding of educational and vocational options. Guidance should be complementary to the instructional offerings of the school, and should be the joint responsibility of all members of the school staff. The following are basic considerations for a quality vocational guidance and counseling program:

1. Administrative, guidance, and instructional staff regard guidance as an integral part of the educational program and as a cooperative venture in which each has well-defined responsibilities.

2. The orientation of new students and guidance and career planning for students leaving school prior to graduation are integral parts of the guidance and counseling program.

3. Counselors are free from administrative or supervisory duties which impair essential relations with students, teachers, parents, or community members.

4. The guidance program incorporates appropriate consultations with parents and teachers.

5. Students are assisted in developing knowledge of the world of work through career awareness and career exploration activities that inform students about opportunities for employment in non-traditional jobs.

6. Up-to-date information on non-sexist careers, choices, opportunities and job protection are provided to students.

7. All testing materials for determining personality traits, aptitudes, and career interests are screened for sex-bias.

8. Counseling activities are sequentially related to life-career planning and decision making.

9. The guidance and counseling program interfaces with academic and vocational skill offerings. Provision is made for individual differences, cultural differences, and special needs of students.

10. The guidance and counseling program addresses effective ways of overcoming occupational sex stereotyping and methods of assisting student career selection based on occupational needs and interests.

11. The vocational guidance and counseling program incorporates a planning process which involves intensive school/community involvement, including parents, students, school staff, and school board members:
    - to define commitment
    - to establish a guidance advisory committee
    - to inventory guidance and counseling program status
    - to assess guidance needs
    - to develop a plan for guidance and counseling

For specific information on vocational guidance and counseling, the following sources are recommended:

Alaska School Counselors' Handbook
Alaska State Department of Education
Pouch F
Juneau, AK 99811

Vocational Education Equity Coordinator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907)465-4685/2980

# Cooperative Vocational Education

Cooperative Vocational Education is a method of instruction within a vocational education program. This method of instruction has three elements:

1) classroom instruction directly related to the student's training needs
2) a written training plan and work-site agreement developed by the student, teacher-coordinator, and work-site supervisor/employer
3) formal supervision and student evaluations by the teacher-coordinator and the work-site supervisor/employer

Cooperative Vocational Education can assist students in the transition from school to the world of work. When students in Cooperative Vocational Education work in the community, the community becomes an extension of the school and is an education laboratory for the student. The employer providing jobs for Cooperative Vocational Education students establishes a direct link with the school and the community's future workers.

There are several minimum requirements for a Cooperative Vocational Education program:

1. Each student must be legally employed and paid.

2. There must be on file at the school a signed, written Training Agreement between the work site and the local school.

3. Each student must receive instruction according to a signed, written Training Plan, which coordinates in-school related class instruction with an average of ten hours per week of on site training received from the employer. Students receive both pay and school credit for their work.

4. Each student must be enrolled for 5 periods per week in an approved related class or in an approved vocational class in the area for which training is received on the job.

5. Each Cooperative Vocational Education work-site shall be visited by the teacher-coordinator a minimum of 4 times per semester, including a minimum of 2 times while the student is at the work site.

6. Each enrolled student must have successfully completed at least one course within an approved vocational program related to the job.

7. Each student enrolled in a Cooperative Vocational Education course must be supervised by a teacher-coordinator.

8. A written procedure must be developed and utilized to annually evaluate each student's outcomes.

9. A course description outlining the student outcomes as part of a particular vocational program (e.g. auto mechanics, clerk-typist) must be submitted to and approved by the Alaska State Department of Education, Division of Adult and Vocational Education.

For specific information regarding the implementation of Cooperative Vocational Education, two primary sources are recommended

Standards for Cooperative Vocational Education in Alaska
Alaska State Department of Education
Pouch F
Juneau, AK 99811

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Rural Student Vocational Program (RSVP)

The Rural Student Vocational Program (RSVP) has been designed to meet the need for on-the-job experience in areas where jobs for students are minimal or non-existant. RSVP benefits high school students who live in communities where training stations are minimal by providing work and social experiences relative to the students' career objectives.

Students from rural communities are brought into Anchorage, Fairbanks, or Juneau for a two-week experience of full time employment.

RSVP does not and was not intended to follow all of the major criteria for a pure cooperative work experience program. The major differences between RSVP and Cooperative Vocational Education are:

1. Students spend a full day for a two-week period on the job rather than two or three hours per day for a semester or a year.
2. Students are brought into a major population area for their work experience rather than working in their own communities.
3. RSVP is not eligible for categorical vocational funds under the state foundation system.

For further information on the RSVP program, the following regional centers can be contacted:

RSVP Southeast Region Coordinator
Southeast Regional Resource Center
218 Front Street
Juneau, AK 99801
(907) 586-6806

RSVP Northern Region Coordinator
515 7th Ave., Room 114
Fairbanks, AK 99701
(907) 456-2621

RSVP Central Region Coordinator
Matanuska-Susitna Borough School District
P.O. Box 871580
Wasilla, AK 99687
(907) 376-8411

# On-the-Job Training

On-the-Job Training (OJT) is designed to provide high school students with a greater range of vocational programs. By using community-based work sites in a supervised teaching mode, the school can expand its vocational offering beyond the school building and facilities. OJT is an individualized approach toward meeting the vocational needs of students. Students who have completed vocational education coursework should receive priority for OJT placements.

There are several requirements for On-the-Job Training programs:

1. There must be on file at the school a signed, written Training Agreement between the training site and the local school.

2. The following information on each OJT vocational program must be on file:
   a) Copy of local Training Agreement form that will be used,
   b) Copy of local Training Plan form that will be used, and
   c) List of occupations being offered through OJT by CIP code.

3. Each student must receive training according to a signed, written Training Plan that is specifically individualized for that student by the employer and teacher/coordinator.

4. Each student must be scheduled at the training site a minimum of ten hours per week.

5. A written procedure must be developed and utilized to annually evaluate the course/training sites and the student outcomes.

6. There must be a teacher assigned to coordinate and monitor the student's learning activities at the work site.

7. Each student shall receive school credit for successful completion of their Training Plan activities.

8. Each OJT work-site shall be visited by the teacher/coordinator a minimum of 3 times per quarter while the student is at the work site.

Vocationally Approvable OJT Programs

| CIP CODES | PROGRAM TITLES |
|---|---|
| 01 | Agribusiness and Agricultural Production |
| 01.02 | Agricultural Mechanics |
| 01.03 | Agricultural Production |
| 01.05 | Agricultural Services and Supplies |
| 01.06 | Horticulture |
| 03 | Renewable Natural Resources |
| 03.01 | Renewable Natural Resources |
| 03.03 | Fishing and Fisheries |
| 03.04 | Forestry Production and Processing |
| 03.06 | Wildlife Management |

| CIP CODES | PROGRAM TITLES |
|---|---|
| 06 | Business and Management |
| 06.04 | Business Administration and Management |
| 06.18 | Small Business Management and Ownership |
| 07 | Business and Office |
| 07.01 | Accounting, Bookkeeping, and Related Programs |
| 07.03 | Business Data Processing and Related Programs |
| 07.06 | Secretarial and Related Programs |
| 07.07 | Typing, General Office and Related Programs |
| 08 | Marketing and Distribution |
| 08.03.02 | Cottage Industries |
| 08.07 | General Marketing |
| 08.11 | Transportation and Travel Marketing |
| 12 | Consumer, Personal, and Miscellaneous Services |
| 12.04 | Cosmetology |
| 15 | Engineering and Engineering-Related Technologies |
| 15.02 | Surveying and Mapping |
| 15.03 | Electrical and Electronics Technologies |
| 20 | Vocational Home Economics |
| 20.02 | Child Care and Guidance Management and Services |
| 20.03 | Clothing, Apparel, and Textiles Management, Production, and Services |
| 20.04 | Food Production, Management and Services |
| 20.05 | Home Furnishing, and Equipment Management, Production, and Services |
| 20.06 | Institutional, Home Management, and Supporting Services |
| 43 | Protective Services |
| 43.02 | Fire Protection |
| 46 | Construction Trades |
| 46.02 | Carpentry |
| 46.03 | Electrical and Power Transmission Installation |
| 46.04 | Building Maintenance |
| 46.99 | Construction Trades, Other |
| 47 | Mechanics and Repairers |
| 47.01 | Electrical and Electronics Equipment Repair |
| 47.04 | Miscellaneous Mechanics and Repairers |
| 47.0602 | Aircraft Mechanics |
| 47.0603 | Automotive Body Repair |
| 47.0604 | Automotive Mechanic |
| 47.0605 | Diesel engine Mechanic |
| 47.0606 | Small Engine Mechanic |

| CIP CODES | PROGRAM TITLES |
|---|---|
| 48 | Precision Production |
| 48.01 | Drafting |
| 48.0203 | Commercial Art |
| 48.0204 | Commercial Photography |
| 48.0208 | Printing Press Operations |
| 48.05 | Welding |
| 48.07 | Woodworking |
| 49 | Water Transportation |
| 49.03 | Commercial Fishing Operation |

For specific information regarding On-the-Job Training, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Vocational Student Leadership Organizations

Vocational Student Leadership Organizations (VSLO's) are an integral part of the overall curricula in comprehensive vocational programs. VSLO's provide members with many benefits relevant to regular classroom course work. Most classroom work does not concentrate on personal development, leadership, and interpersonal skills; the VSLO's activities do. VSLO's provide many educational and work experiences in a co-curricular fashion between the classroom and the community. Strong VSLO's benefit not only students, but also instructors, administrators, and community members.

VSLO's provide students with a means of developing and practicing positive personal attitudes, an appreciation of work ethics and productivity, and a respect for the dignity of work. Students are given the opportunity to become more active in the community because they are encouraged to participate in work and educational situations outside the classroom. This better prepares students to bridge the gap from classroom to work place.

Faculty and school administrators also benefit from the unique opportunities presented by VSLO's. Instructors who serve as advisors or who participate in VSLO activities gain greater exposure to the conditions and demands of business and industry. They become more aware of what students face upon completion of school. They are also better able to anticipate the future needs of the job market and to prepare their students accordingly.

The community benefits from VSLO students' involvement in charitable, conservation, or beautification projects. These students represent their schools in a positive, responsible way, and are eager to become involved in their communities.

All students enrolled in a local vocational program are eligible to join the local and state/national organizations pertaining to the subject area in which they are enrolled. Each year state and national conferences are held to provide training in leadership skills and to provide students with an opportunity to test their vocational competencies.

Appendix K lists the VSLO's which are recognized and supported by the Alaska State Department of Education.

For further information on Vocational Student Leadership Organizations, the following sources are recommended:

Vocational Student Leadership Organizations Advisor's Manual
The Northern Institute
650 Int'l Airport Road
Anchorage, AK 99502

Project Director
Student Leadership Project
The Northern Institute
650 Int'l Airport Road
Anchorage, AK 99502
(907) 563-3174

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4658/2980

# Monitoring and Compliance

The Department of Education has the responsibility to ensure compliance of local education agencies with Federal and State laws and regulations. The Division of Adult and Vocational Education monitors vocational programs to determine compliance with the following:

General

AS 14.07:020 (CSL) - The Department shall 1) exercise general supervision over the public schools of the State except the University of Alaska; 2) study the conditions and needs of the public schools of the State and adopt or recommend plans for the improvement of the public schools.

AS 14.07:170 - The Board may require school boards or school personnel to submit to the Department, in the form the Board may require, the district budget or any information or reports which are reasonably necessary to assist the Department in carrying out its functions.

AS 14.14.090(6) - In addition to other duties a (district) school board shall keep the records and files of the school board open to inspection by the public at the principal administrative office of the district during reasonable business hours.

Sex Equity

P.L. 98-524 - Carl D. Perkins Vocational Education Act

Vocational Education

P.L. 98-524 - Carl D. Perkins Vocational Education Act
P.L. 88-352 - Civil Rights Act - Title VI, Section 602, Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap
P.L. 92-318 - Education Amendments of 1972 - Title IX
P.L. 94-142 - Education of all Handicapped
P.L. 93-112 - Rehabilitation Act - Title VII, Section 504
P.L. 96-46
AS 14.25-010-030
AS 14.17.031-041
34 CFR 400-499,600-699,295-296

Office of Civil Rights

P.L. 88-352 - Civil Rights Act - Title VI, Section 602, Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap
P.L. 92-318 - Education Amendments of 1972 - Title IX
P.L. 93-112 - Rehabilitation Act - Title VII, Section 504

It is not the purpose of compliance and monitoring reviews to measure program effectiveness. The basic benefit to be derived from such a review is the improvement of vocational education administration. The review can be used:

- to reduce state and federal audit exceptions
- to report to school boards on district administrative practices
- to identify statewide areas of required administrative assistance
- to serve as a basis for strengthening program regulations
- to serve as a basis for providing additional technical assistance to districts
- to give Division of Adult and Vocational Education staff a broader view of school district operations and a better perspective of school district problems
- to serve as a means of gathering data for Division of Adult and Vocational Education and school district staff
- to provide more uniform reviews of district practices

Selected school districts will be given sixty days notice that they have been selected for a compliance and monitoring review for vocational education during the school year. When a school district has been selected for review the following procedure will be followed:

1. Division of Adult and Vocational Education staff members will be assigned to the review.

2. Notification will be sent to the district of the tentative dates of the review and the name(s) of the staff member(s) who will conduct the review.

3. At least sixty (60) days prior to the review the district will be sent a packet containing copies of all forms to be used and a list of material that must be available during the review.

4. At least thirty (30) days prior to the review the district will submit to the Department requested information and documentation for the purpose of a compliance desk audit.

5. The initial step in the on-sight review will be a meeting of the Superintendent or his/her representative, the Vocational Education Administrator, and the Division of Adult and Vocational Education staff. The purpose of this meeting will be a) to review desk audit findings, b) to answer any questions the district staff may have about the review, and c) to outline the methods and procedures to be used during the review.

6. The Division of Adult and Vocational Education staff member(s) will conduct the review focusing on vocational education including Office of Civil Rights (OCR) and Sex Equity requirements.

7. The final step in the on-sight review will be an exit interview at which Division of Adult and Vocational Education staff will give an oral report on review findings to district staff.

8. A formal written compliance report will be mailed to the school district within thirty (30) working days of the end of the on-sight review.

For more specific information on vocational education monitoring and compliance, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465/4685/2980

# Management Information System

The Vocational Education Data System (VEDS) designed by the National Center for Education Statistics as authorized by P.L. 94-524, has a two-fold purpose. It provides uniform data from all the states to enhance the decision-making ability of Congress in establishing vocational education policies. It also provides data to state departments of education for use in making decisions.

The Alaska State Department of Education must have a reliable mechanism for monitoring and managing its own delivery of vocational education programs. With objective and reliable data on vocational education programs, the Department will be in a better position to produce outcomes responsive to the diverse and changing needs of students and the emerging needs of business and industry. To fulfill this need for data, the Department has implemented the VEDS system. The VEDS MICROCOMPUTER SYSTEM - VEDS V is designed to operate on an Apple II computer. The system allows for easy entry and editing of student records, programs, enrollment, teacher/staff, and follow-up data. Districts are required to use the VEDS system to be eligible for federal funds.

The Division of Adult and Vocational Education also requires districts to submit the "Instructional Unit Computation" form to report data on student enrollment for the purposes of determining state foundation support funds for vocational education. (See Appendix D.)

For technical assistance or information on developing a district management information system or on implementing the VEDS system, the following source is recommended:

Unit Administrator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Alaska State Plan for Vocational Education

The Division of Adult and Vocational Education develops an annual plan for Vocational Education to comply with the requirements of P.L. 98-524. the Carl D. Perkins Vocational Education Act. The purpose of the plan is to specify major needs, goals, objectives, and activities for vocational education on a statewide basis. This planning builds upon past accomplishments and ongoing programs to ensure that all federal, state, and local resources are used in a well coordinated manner to meet identified needs and to improve the quality of vocational education programs in the state.

For copies of the Alaska State Plan for Vocational Education, the following source is recommended:

Director
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907)465-4685/2980

# Grants Management

Federal Vocational Education Grant funds are authorized by Congress through P.L. 98-524, the Carl D. Perkins Vocational Education Act, and are based upon the priorities established in the Alaska State Plan for Vocational Education. Information on the federal funds available is included in the annual plan and the request for proposal sent upon request to each local education agency.

Successful LEA's are notified by grant award and are reimbursed for expenditures on the grants by the Department of Education. The Division of Adult and Vocational Education monitors the grants from both a program and a fiscal perspective.

For more information on federal grant funds available to local education agencies, the following source is recommended:

Grants Manager
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465/4685/2980

# Alaska Career Information System (AKCIS)

The Alaska Career Information System (AKCIS) is a computer based interactive system designed to help individuals at any age who are making career decisions and to help those individuals who assist in that process. Local education agencies can purchase participation in the system through the Department of Education. The components of the system are:

- a self-assessment questionnaire which helps individuals explore occupations related to their interests and abilities
- descriptions of occupations including job duties, working conditions, wages, and employment outlook
- descriptions of ways to prepare for specific occupations
- lists of books and pamphlets available for various occupations
- programs of study and training available at Alaskan postsecondary institutions
- a directory of services offered at all postsecondary schools in Alaska along with associated costs
- lists of financial aid programs available to Alaskans, including eligibility requirements, limitations, and who to contact for applications
- a job search file designed to help give ideas for a successful job search
- a national school information file which contains over 2,000 four-year and graduate schools in the United States and its territories

AKCIS has three delivery methods:

COMPUTER - an interactive computerized system which is mounted on the mainframe of the University of Alaska computer system

MICRO-QUEST - an interactive micro-computerized QUEST used with books containing information about occupations, programs, and schools

NEEDLE-SORT - a deck of sortable occupation cards used with books containing information about occupations, programs, and schools

For more information on AKCIS, the following source is recommended:

AKCIS User Services
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# Teacher Certification

## Teacher Certification

According to Alaska Education regulation 4 AAC 12.010.(e) "Neither the state nor a district school board shall pay a salary to any teacher who has not obtained a valid Alaska teaching certificate."

To obtain a Type A Regular Certificate, a teacher must complete an approved teacher education program, have a bachelors degree, and have six semester hours of appropriate recency credits within the five years preceding the effective date of the application. The certificate will be endorsed indicating the area(s) in which the applicant is qualified.

To obtain a Type D Vocational Trades Certificate, a teacher must complete four or more calendar years of full-time work experience in a trade or vocational pursuit for which not more than two years of formal training may be substituted, have letters of recommendation stating that that experience was satisfactory, and have proof of employment in his/her trade or vocational area.

## Administrator Certification

To obtain a Type B Administrative Certificate, an applicant must have completed a program in school administration approved by the Alaska State Board of Education, have a master's or higher degree, be recommended by the preparing institution, and have three years of satisfactory teaching experience on a regular certificate. Alaska's standards for vocational education also recommend that the administrator have an endorsement as Administrator for Vocational Education.

Appendix L contains a digest of requirements for teacher certification in Alaska. For more information on certification or for applications for certification, the following source is recommended:

Chief of Certification
Alaska State Department of Education
Pouch F
Juneau, AK 99811

# PART III

## Local Vocational Education Administrator's Role

# Responsibilities of a Local Vocational Education Administrator

Vocational education administrators must consider a variety of factors when developing vocational programs. Labor market needs, community interests, student needs, school facilities and equipment, curriculum, and staff expertise must all be analyzed. The following section delineates the responsibilities of a local vocational education administrator in developing and supervising vocational programs.

Develop and implement a local plan for vocational education.

a) Involve the local advisory council in setting goals and objectives for the vocational program.

b) Use the results of a needs assessment in developing the plan.

c) Develop the local plan for vocational education.

d) Submit the plan to the Division of Adult and Vocational Education.

e) Implement the plan.

f) Maintain a file of the programs approved by the Department of Education.

Establish and work with a local vocational education advisory council.

a) Form an advisory council whose members appropriately represent the community.

b) Meet regularly with the council.

c) Keep accurate records of each meeting.

d) Use information from the advisory council in planning and strengthening vocational programs.

Conduct regular assessments of employment opportunities, educational resources, and community interests.

a) Work with the advisory council to develop a plan of action for conducting the needs assessment.

b) Conduct the needs assessment and collect data.

c) Compile the results of the needs assessment.

Keep accurate records of vocational program funds.

a) Collect quarterly enrollment information for each approved vocational course.

b) Calculate the total funding eligibility for the district.

c) Report the district's funding eligibility to the Alaska State Department of Education in accordance with other district funding report processes.

d) Design and maintain an on-going record system for all data collected.

e) Assure that district vocational teachers' enrollment/grade books are kept on file for audit purposes.

Provide staff development and professional growth opportunities for vocational education personnel.

a) Plan staff development opportunities for vocational education personnel.

b) Conduct staff development activities for vocational education personnel.

c) Evaluate the staff development activities.

Ensure that vocational programs are available to all students regardless of race, sex, national origin, limited English-speaking ability, handicapping condition, or economic condition.

a) Create programs and activities in vocational education that are designed to reduce stereotyping in all vocational programs.

b) Review all vocational education programs for bias.

Ensure that vocational programs accommodate the individual needs of special needs students enrolled in those programs.

a) Adopt objectives for serving special needs students in vocational education as part of the plan for programs and services.

b) Establish guidelines to ensure that special needs students are not excluded from participation in an appropriate vocational education program.

Develop, adopt, or adapt curriculum for vocational education.

a) Define instructional objectives and student outcomes for each program area.

b) Review existing curriculum guides and adopt or adapt to meet local education agency needs.

c) Involve the local advisory council in reviewing the curriculum.

Support Vocational Student Leadership Organizations.

a) Develop procedures to enable all students enrolled in a vocational program to join the appropriate local and state/national Vocational Student Leadership Organizations.

b) Support Vocational Student Leadership Organization activities.

c) Include information/training on Vocational Student Leadership Organizations in staff development activities.

d) Include Vocational Student Leadership Organizations as part of the curriculum.

Provide appropriate facilities and equipment for vocational programs.

a) Develop a plan for equipment and facilities acquisition for vocational programs.

b) Select equipment to meet the needs of students and to fit the facilities.

c) Develop procedures for maintaining complete and accurate inventory records.

d) Develop procedures for replacing equipment as necessary.

Develop and implement procedures for providing vocational education guidance services to all students and for placing vocational program completers and early leavers.

a) Provide for the orientation of all students regarding vocational program offerings.

b) Provide assistance and/or information on employment and/or additional training to program completers and early leavers.

c) Conduct follow-up studies on program completers and early-leavers.

Evaluate vocational education programs.

a) Develop an evaluation instrument to include necessary information.

b) Collect data from students, teachers, principals, counselors, advisory council members, and employers.

c) Compile evaluation data and analyze results.

d) Use evaluation results to improve vocational programs.

Administer the district's vocational education programs.

a) Provide information on vocational programs to administrators, teachers, students, school board members, parents, and the community.

b) Work with district administrative staff to operate quality vocational programs.

c) Understand and comply with federal and state laws and regulations on vocational education.

d) Identify research problems for study; conduct or have conducted appropriate research, and use results to improve vocational programs.

e) Supervise activities of the vocational education staff.

f) Design and maintain a record keeping system for all information on the vocational program.

# Standards for Vocational Education in Alaska

Standards provide benchmarks for planning, operating, funding, and evaluating vocational education programs. The following are the standards for vocational education programs in secondary schools in Alaska:

The Local Education Agency shall submit local vocational education plans to the Department of Education.

The Local Education Agency shall establish and maintain a Vocational Education Advisory Council.

The Local Education Agency shall conduct an assessment of employment opportunities, educational resources, and community interests.

The Local Education Agency shall ensure that vocational program offerings are taught and administered by personnel possessing appropriate Alaska vocational certification and corresponding vocational endorsements.

The Local Education Agency shall provide staff development and professional growth opportunities for its vocational education personnel.

The Local Education Agency shall not deny any student the opportunity to participate in vocational programs or services on the basis of race, sex, national origin, limited English-speaking ability, handicapping status, economic or academic condition.

The Local Education Agency shall accommodate the individual needs of exceptional students enrolled in vocational education programs.

The Local Education Agency shall have a written curriculum for each vocational instructional program.

The Local Education Agency shall provide instructional equipment and facilities which are reflective of those used in the occupation; adequate for the maintenance of acceptable education, health and safety standards; and capable of accommodating male, female, and handicapped students.

The Local Education Agency shall evaluate vocational education programs.

The Local Education Agency shall provide opportunities for active participation in Vocational Student Leadership Organizations to all vocational students with emphasis on the development of occupational and leadership skills.

The Local Education Agency shall have written procedures for providing vocational education guidance services to all students and for placing vocational program completers and early leavers.

The Local Education Agency shall maintain records on vocational programs.

The Local Education Agency shall provide financial support for operation of quality vocational programs.

# Program Development

The State of Alaska regulations for vocational education (see Appendix O) establish the minimum requirements for approved programs in vocational education. Programs must meet these requirements to be approved by the Department of Education.

While regulations provide minimum requirements for program approval and funding, most school districts want to strive for excellence in vocational education.

Standards provide benchmarks for the purpose of planning, operating, funding, and evaluating excellence in vocational education programs. The standards in this handbook were developed by a task force of Alaskan educators, then modified and refined based on input from educators throughout the state. They are intended to provide local administrators with a means for planning and assessing quality programs.

Each of the following components of vocational education includes:

- the standard which outlines factors needed for a quality program
- criteria for achieving the standard
- a rationale describing the need and purpose of the standard
- recommended guidelines designed to assist the administrator in developing a program that achieves the standard
- resources listing sources of assistance and further information

Programs which achieve the recommended criteria in the standards will meet all minimum requirements (regulations) for vocational education programs as listed in AS14 4AAC 51.200 - 51.990.

# VOCATIONAL PROGRAM PLANNING

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL SUBMIT LOCAL VOCATIONAL EDUCATION PLANS TO THE DEPARTMENT OF EDUCATION.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should submit local plans every three years on a schedule developed jointly by the district and the State Department of Education.

B. The Local Education Agency should review local program applications annually. Any changes must be submitted to the Department of Education for approval.

C. The Local Education Agency should develop local plans through a process which:

- includes a description of a local advisory council involvement
- indicates the goals and objectives of the vocational program
- describes the curriculum
- reflects the needs assessment
- indicates the resources available
- includes the Program Application
- indicates the systematic design for local evaluation
- describes the management system
- describes student services

## RATIONALE:

Local plans for vocational programs are necessary to assure development and maintenance of quality programs.

## GUIDELINES:

☐ 1. Involve the local advisory council in setting goals and objectives for the vocational program.

☐ 2. Use the results of the needs assessment in developing the plan.

☐ 3. List the goals and objectives of the vocational program.

☐ 4. Describe the resources available (i.e. facilities and equipment) for implementing the plan.

☐ 5. Complete the Program Application outlining basic instructional objectives.

☐ 6. Describe the evaluation process and how results of the evaluation have been incorporated into the plan.

☐ 7. Describe the management information system.

☐ 8. Describe student services including guidance, placement, and follow-up.

☐ 9. Ensure that vocational programs are equally available to all students.

☐ 10. Submit the plan to the Department of Education.

☐ 11. Maintain a file of those programs approved by the Department of Education.

## RESOURCES:

✓• Competency-Based Administrator Education Materials, Category A: Program Planning and Evaluation. Alaska State Department of Education, Pouch F, Juneau, AK 99811

✓• Local Plan for Vocational Education (Appendix A)

✓• District Vocational Program Application (Appendix B)

✓• Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# ADVISORY COUNCIL

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL ESTABLISH AND MAINTAIN A VOCATIONAL EDUCATION ADVISORY COUNCIL.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should form an advisory council with appropriate representation:

- from each vocational education program area
- from business/industry labor community
- from both sexes
- from racial and ethnic groups represented in the community

B. The Local Education Agency should involve the advisory council in planning and evaluating all vocational programs.

C. The Local Education Agency should meet at least twice a year and shall keep a record of each council meeting.

## RATIONALE:

A Vocational Education Advisory Council is a group of people, from the work force but predominately from outside of the field of education, who advise educators on establishment and maintenance of vocational education programs to meet the needs of individuals and the community.

## GUIDELINES:

☐ 1. Form an advisory council whose members appropriately represent the community. An existing group such as a local advisory school board could serve as the vocational advisory council providing members meet the required representation and providing they meet separately as the vocational advisory council, keeping separate minutes.

☐ 2. Meet regularly with the council. Members should:

- provide direction on curriculum development to insure relevance to the world of work and community needs
- supply technical information when needed
- serve as a "sounding board" for community sentiment
- lend validity to proposals for new and expanded programs in vocational education
- assist in developing work experience programs
- serve as a team for assessing and evaluating programs

☐ 3. Keep accurate minutes of each meeting.

## RESOURCES:

✓ • Vocational Education Local Advisory Committee Handbook,
Alaska State Advisory Council on Vocational Education.
205 N. Franklin Ave., Suite 2, Juneau, AK 99801

✓ • Competency-Based Administrator Education Materials,
Category F: School-Community Relations, Alaska State
Department of Education, Pouch F, Juneau, AK 99811

✓ • Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# NEEDS ASSESSMENT

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL CONDUCT AN ASSESSMENT OF EMPLOYMENT OPPORTUNITIES, EDUCATIONAL RESOURCES, AND COMMUNITY INTERESTS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should conduct a needs assessment which will include:

- a review of state, regional and local labor markets
- an assessment of facilities and equipment used in the vocational program
- an assessment of community needs and interests
- an assessment of existing programs

B. The Local Education Agency should utilize the results of needs assessment in the development of the local three-year plan for vocational education.

## RATIONALE:

Local needs assessment is at the very heart of the planning process. Before a meaningful, comprehensive program of vocational education can be established, a total needs assessment must be conducted to determine the numbers and kinds of jobs open now and in the future, the needs and aspirations of the local community, the interests and ambitions of the students, and the resources (money, personnel, facilities, other community resources) available to do the job.

## GUIDELINES:

☐ 1. Work with the advisory council to develop a plan of action for conducting the needs assessment. The plan should clarify:

- the major activities to be accomplished
- the person responsible for the accomplishment of each task
- the resultant product or the indicator of accomplishment for each activity
- a timeline for completion of each activity

☐ 2. Implement the plan and collect data on the state and local labor market, resources available, and community needs and interests. The Alaska Department of Labor can provide pertinent labor market statistics.

☐ 3. Utilize the program evaluation as a part of the needs assessment process.

☐ 4. Compile the results of the needs assessment. (Note: A vocational needs assessment could be built into other existing procedures.)

## RESOURCES:

✓ • *Competency-Based Administrator Education Materials*, Category A: Program Planning, Development. and Evaluation, Alaska State Department of Education. Pouch F, Juneau, AK 99811

✓ • Needs Assessment (Appendix F)

✓ • Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

✓ • Research and Analysis
Alaska Department of Labor
Employment Security Division
P.O. Box 3-7000
Juneau, AK 99802

# PERSONNEL QUALIFICATIONS

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL ENSURE THAT VOCATIONAL PROGRAM OFFERINGS ARE TAUGHT AND ADMINISTERED BY PERSONNEL POSSESSING APPROPRIATE ALASKA CERTIFICATION AND CORRESPONDING VOCATIONAL ENDORSEMENTS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should employ as vocational education instructors persons who:

- meet all the requirements for a Type A Regular Certificate with Secondary and Vocational endorsements or
- meet all of the requirements of a Type D Certificate for Vocational Trades with endorsement in appropriate trade or vocational area.

B. The Local Education Agency should employ as a local administrator of vocational education a person who:

- has three years satisfactory vocational education teaching experience or
- has a masters degree in vocational education or vocational administration or
- has a Type B Administrative Certificate.

C. Any Local Education Agency with an average daily membership of less than 50 which hires vocational instructors without appropriate certification and endorsements (See Appendix H) may be granted a waiver.

## RATIONALE:

Knowledgeable staff are a key factor in quality programs. In order to assure that vocational teachers and administrators are appropriately and adequately prepared the field of vocational education, certification requirements are necessary.

## GUIDELINES:

☐ 1. Provide a copy of the certification requirements for vocational teachers and administrators to personnel directors. (See Appendix L.)

☐ 2. Screen all applications to ensure that applicants meet certification requirements.

☐ 3. Work with employees who do not currently meet certification requirements to develop plans for meeting those requirements.

☐ 4. Recommend that three credits towards state recency requirements for vocational staff be related to vocational education and/or special education.

## RESOURCES:

- ✓ *Competency-Based Administrator Education Materials*, Category D: Personnel Management. Alaska State Department of Education, Pouch F, Juneau, AK 99811
- ✓ Local Education Agency Personnel Office
- ✓ Chief of Certification
  Alaska State Department of Education
  Pouch F
  Juneau, AK 99811
  (907) 465-2800

# PERSONNEL DEVELOPMENT

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL PROVIDE STAFF DEVELOPMENT AND PROFESSIONAL GROWTH OPPORTUNITIES FOR ITS VOCATIONAL EDUCATION PERSONNEL.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should utilize a formal needs assessment of vocational education personnel in planning staff development and professional growth opportunities.

B. The Local Education Agency should provide staff development opportunities in accordance with the needs assessment results.

## RATIONALE:

The purpose of the staff development program is to improve the quality of vocational education programs by assisting vocational staff in keeping abreast with professional educational and technological advances in the profession, upgrading their professional and technological skills, and meeting recertification requirements.

## GUIDELINES:

☐ 1. Design the staff development plan by involving:

- the vocational advisory council
- vocational staff
- local administration

☐ 2. Design a staff development program which takes into account:

- program evaluations
- technological changes
- staff and community needs assessment
- educational trends and resources
- special education programs

☐ 3. Plan staff development to include:

- technological updates through short term programs or summer on-the-job training

- attendance at regional, state, and national conferences and workshops

- correspondence and other site based programs as approved by the Local Education Agency or credit-granting agency

- individual study programs

- business/industry training schools

- techniques for working with exceptional children

☐ 4. Design the staff development plan to meet the overall goals and objectives of the vocational education programs as expressed in the program plan submitted to the State Department of Education.

## RESOURCES:

- ✓ Competency-Based Administrator Education Materials, Category E: Professional and Staff Development. Alaska State Department of Education, Pouch F, Juneau, AK 99811

- ✓ Division of Adult and Vocational Education
  Alaska State Department of Education
  Pouch F
  Juneau, AK 99811
  (907) 465-4685/2980

# EQUAL EDUCATIONAL OPPORTUNITY

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL NOT DENY ANY STUDENT THE OPPORTUNITY TO PARTICIPATE IN VOCATIONAL PROGRAMS OR SERVICES ON THE BASIS OF RACE, SEX, NATIONAL ORIGIN, LIMITED ENGLISH SPEAKING ABILITY, HANDICAPPING STATUS, ECONOMIC OR ACADEMIC CONDITION.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should designate coordinator(s) as required by Title IX, Chapter 18, Section 504.

B. The Local Education Agency should adopt policies and procedures to assure equal opportunity.

C. The Local Education Agency should include a statement of non-discrimination in all vocational education publications.

## RATIONALE:

Educators have an obligation to meet the special and unique needs of each individual student. Local districts are charged with the responsibility of improving vocational education access and opportunities for women, minorities, and other special needs populations.

## GUIDELINES:

☐ 1. Implement programs and activities in vocational education that are designed to reduce stereotyping in all vocational education programs.

☐ 2. Review all vocational education programs for bias.

☐ 3. Develop and implement recommendations for overcoming stereotyping and bias in vocational education programs.

☐ 4. Improve vocational education opportunities for all students.

☐ 5. Monitor cooperative education, RSVP, work study programs, and similar placement with employers to assure equal opportunities for students.

## RESOURCES:

✓ • *Alaska School Counselors Handbook*, Alaska State Department of Education, Pouch F, Juneau, AK 99811

✓ • P.L. 92-318, Education Amendments of 1972-Title IX

✓ • Equity Coordinator
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# VOCATIONAL EDUCATION FOR EXCEPTIONAL CHILDREN

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL ACCOMMODATE THE INDIVIDUAL NEEDS OF EXCEPTIONAL STUDENTS ENROLLED IN VOCATIONAL EDUCATION PROGRAMS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should notify the vocational education instructor(s) prior to the placement of exceptional children in a vocational program.

B. The Local Education Agency should involve vocational education instructor(s) in the development of the vocational instructional objectives as part of the Individualized Education Program for exceptional children enrolled in vocational programs.

## RATIONALE:

Vocational education instructors should be involved in offering supportive services as needed to help exceptional children to succeed in vocational education.

## GUIDELINES:

☐ 1. Adopt objectives for the vocational education of exceptional students as part of the process of planning for programs and services.

☐ 2. Adopt written definitions as to which students are eligible for special education and related services.

☐ 3. Establish procedures for providing a vocational assessment for each exceptional student.

☐ 4. Ensure that an Individualized Education Program is provided for each vocational education student who is receiving or will receive special education, regardless of what institution or agency provides or will provide special education to the student.

☐ 5. Consider a student's Individualized Education Program when deciding whether to place an exceptional student in a vocational program.

☐ 6. Ensure that services of the educational agency are coordinated with services of the rehabilitation agency to provide appropriate vocational education for exceptional students.

☐ 7. Establish guidelines to ensure that exceptional students are not excluded from participation in an appropriate vocational education program because existing facilities are inaccessible to or unusable by exceptional students.

☐ 8. Establish guidelines to provide for sufficient qualified personnel so that each exceptional student will be able to receive specially designed vocational instruction and related services as specified in the Individualized Education Program.

## RESOURCES:

✓ • Vocational Education for Handicapped Students. "Guidelines for Program Development", Alaska State Department of Education, Pouch F, Juneau, AK 99811

✓ • Special Education Regulations, Alaska State Department of Education, Pouch F, Juneau, AK 99811

✓ • Office for Exceptional Children
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-2970

✓ • Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# CURRICULUM

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL HAVE A WRITTEN CURRICULUM FOR EACH VOCATIONAL INSTRUCTIONAL PROGRAM.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should include in the curriculum:

- an outline of the major instructional units of the program
- a list of the instructional objectives
- a list of student competencies necessary for completion of the program
- a description of methods for evaluating student achievement
- a description of opportunities for work experience(s) such as the Rural Student Vocational Program, Cooperative Education, on-the-job-training, simulation laboratories, and/or work experience
- a provision for eliminating sex role stereotypes
- a provision for integrating leadership competencies

## RATIONALE:

The vocational education curriculum should be designed to provide students with the opportunity to learn specific occupational skills to enter employment or to prepare for advanced education.

## GUIDELINES:

☐ 1. Secure or develop a task analysis or competency listing for each program area.

☐ 2. Utilize a local advisory council to validate the list of competencies.

☐ 3. Identify instructional units to be included in the curriculum.

☐ 4. Develop instructional objectives and student outcomes.

☐ 5. Develop, adopt, or adapt curriculum materials to meet the objectives.

☐ 6. Utilize the local advisory council to review the curriculum.

## RESOURCES:

- ✓ *Competency-Based Administrator Education Materials*, Category B: Instructional Management, Alaska State Department of Education, Pouch F, Juneau, AK 99811
- ✓ *Performance Based Teacher Education Modules*, American Association for Vocational Instructional Materials, University of Georgia, 120 Engineering Center, Athens, Georgia 30602
- ✓ Division of Adult and Vocational Education  
  Alaska State Department of Education  
  Pouch F  
  Juneau, AK 99811  
  (907) 465-4685/2980

# VOCATIONAL FACILITIES and EQUIPMENT

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL PROVIDE INSTRUCTIONAL EQUIPMENT AND FACILITIES WHICH ARE REFLECTIVE OF THOSE USED IN THE OCCUPATION; ADEQUATE FOR THE MAINTENANCE OF ACCEPTABLE EDUCATION, HEALTH AND SAFETY STANDARDS; AND CAPABLE OF ACCOMMODATING MALE, FEMALE, AND HANDICAPPED STUDENTS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should ensure that equipment and facilities:

- are occupationally relevant
- meet curriculum objectives
- meet health and safety standards
- accommodate equal access
- are adequately maintained. repaired and replaced

B. The Local Education Agency should maintain an equipment inventory.

C. The Local Education Agency should establish a written procedure for maintenance, repair and replacement of equipment.

## RATIONALE:

The needs of the community and the students should determine the vocational programs; the vocational programs should dictate the acquisition and maintenance of facilities and equipment.

## GUIDELINES:

☐ 1. Appoint a planning team consisting of potential employers, advisory committee members, interested citizens, instructional staff, an architect, and a financial advisor to develop a plan for equipment and facilities needs. Place specific emphasis on developing multi-use facilities and space.

☐ 2. Establish the location of vocational shops and laboratories within the design of the total facility, based on the function, utilization, and special requirements of each area.

☐ 3. Determine the shape and size of the facilities to meet educational standards of safety, proper supervision and instruction.

☐ 4. Determine the allocation of spatial areas by considering the location of equipment for safety and maximum utilization of space. Consider the location and size of doors, storage areas, and incorporation of multi-use space to provide for program modification and a variety of activity.

☐ 5. Identify the need for special requirements in lighting, power, ventilation, plumbing, heating, and cooling.

☐ 6. Select equipment to meet the needs of students and to fit the facilities. Consider safety, compatibility in size and capacity, and appropriateness of equipment to the occupation for which training is being delivered.

☐ 7. Purchase equipment to meet program needs.

☐ 8. Maintain inventory records which include:

- a written description of the equipment with proper identification such as name, type, serial number, agency identification number, date of purchase, source of funds used for purchase, price, location of the item, and the physical or operating condition of the equipment
- a written procedure for recording equipment maintenance frequency and cost

☐ 9. Develop a maintenance system to include:

- a written procedure for determining the maintenance schedule for each item of equipment
- a written procedure for effectively using the maintenance data for replacement of equipment

☐ 10. Develop an equipment replacement schedule to include a predetermined schedule of replacement based on both usage and obsolescence and a procedure for emergency repair and replacement

## RESOURCES:

✓ • Competency-Based Administrator Education Materials,
Category G: Facilities and Equipment Management,
Alaska State Department of Education, Pouch F, Juneau,
AK 99811

✓ • Inventory and Replacement Schedule (Appendix G)

✓ • Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# EVALUATION

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL EVALUATE VOCATIONAL EDUCATION PROGRAMS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should complete a written evaluation of each vocational program at least once during each three-year period.

B. The Local Education Agency should conduct a comprehensive and systematic evaluation and shall demonstrate the extent to which vocational objectives have been met.

C. The Local Education Agency should gather evaluation data from:

- students
- teachers
- principals
- counselors
- advisory council/committee members
- employers
- former students

D. The Local Education Agency should review data on:

- student and employer follow-up
- efforts to eliminate sexual stereotyping
- efforts to provide equal program access to all students
- labor market statistics
- program completers' and early leavers' placement success
- instructor qualifications
- vocational guidance and counseling services
- special needs services to disadvantaged. handicapped. and gifted and talented students
- vocational staff development
- Vocational Student Leadership Organization activities
- utilization of program resources
- equipment and facilities
- need of program
- program content
- program resources/materials

## RATIONALE:

**Vocational program evaluation is the process of systematically identifying, collecting, analyzing, and reporting information about vocational education programs. Evaluation should be an ongoing, integral part of all vocational education programs. The ultimate purpose of evaluation should be to analyze program effectiveness and thereby positively influence growth and development of students in making the transition into the working society.**

## GUIDELINES:

☐ 1. Form an evaluation team comprised of three to five representatives of the administrative and instructional staff as well as a member of the local advisory council.

☐ 2. Use an evaluation instrument which includes necessary information. (See Appendix E for a suggested form.)

☐ 3. Collect data from students, teachers, principals, counselors, advisory council members, and employers.

☐ 4. Compile evaluation data and analyze results.

☐ 5. Prepare a written summary of the evaluation process and results for use in the planning process.

☐ 6. Use evaluation results to improve vocational programs.

## RESOURCES:

- ✓ Competency-Based Administrator Education Materials, Category A: Program Planning, Development, and Evaluation, Alaska State Department of Education, Pouch F, Juneau, AK 99811
- ✓ Self-Evaluation for Vocational Education (Appendix E)
- ✓ Division of Adult and Vocational Education
  Alaska State Department of Education
  Pouch F
  Juneau, AK 99811
  (907) 465-4685/2980

# VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL PROVIDE OPPORTUNITIES FOR ACTIVE PARTICIPATION IN VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS IN APPROPRIATE SUBJECT MATTER AREAS TO ALL VOCATIONAL STUDENTS WITH EMPHASIS ON THE DEVELOPMENT OF OCCUPATIONAL AND LEADERSHIP SKILLS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should provide opportunities for participation in Vocational Student Leadership Organizations (as approved by the Alaska State Department of Education) as an integral part of the vocational instructional program.

B. The Local Education Agency should designate an instructor as advisor for each Vocational Student Leadership Organization within the district.

C. The Local Education Agency should include Vocational Student Leadership Organization activities in the curriculum as a means of reinforcing competencies developed in the instructional program.

## RATIONALE:

Vocational Student Leadership Organizations stress experiences that develop positive personal attitudes, develop an appreciation of work ethics and productivity, and demonstrate the dignity of work. Vocational Student Leadership Organizations also give students the opportunity to become more active in their community because they are encouraged to participate in work and educational situations outside the classroom. This early contact with the "real world" of business better prepares students to bridge the gap from classroom to work place. These students represent their schools in a positive. responsible way because they are willing and eager to become involved in their communities.

## GUIDELINES:

☐ 1. Develop procedures to enable all students enrolled in a vocational program to join the local and/or state/national Vocational Student Leadership Organization pertaining to the subject area of the program.

☐ 2. Obtain assistance from the Student Leadership Project Director.

☐ 3. Commit resources to Vocational Student Leadership Organization activities.

☐ 4. Provide for advisor(s) for each Vocational Student Leadership Organization.

☐ 5. Include Vocational Student Leadership Organizations as an integral part of the curriculum.

## RESOURCES:

- ✓ Approved Vocational Student Leadership Organizations (Appendix K)
- ✓ Vocational Student Leadership Organizations Advisor's Manual, The Northern Institute, 650 Int'l Airport Road, Anchorage, AK 99502
- ✓ Project Director
  Student Leadership Project
  The Northern Institute
  650 Int'l Airport Road
  Anchorage, AK 99502
  (907) 563-3174

# GUIDANCE, PLACEMENT and FOLLOW UP

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL HAVE WRITTEN PROCEDURES FOR PROVIDING VOCATIONAL EDUCATION GUIDANCE SERVICES TO ALL STUDENTS AND FOR PLACING VOCATIONAL PROGRAM COMPLETERS AND EARLY LEAVERS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should establish a program for guidance services to include:

- distribution of written information about vocational education program offerings to potential students, parents, and other interested parties
- placement assistance and/or information to vocational program completers and early leavers regarding employment and/or additional training

B. The Local Education Agency should ensure that all students have equal access to vocational education program offerings.

C. The Local Education Agency should ensure that all students are provided with information and/or assistance in obtaining employment or additional training following graduation.

D. The Local Education Agency should conduct follow-up studies on program completers and early leavers to determine program success.

## RATIONALE:

Vocational guidance and counseling should lead to a greater understanding of educational and vocational options. Guidance should be complementary ton the instructional offerings of the school. The school counselor should have responsibility for organizing guidance for the school programs and assisting individuals with development for life-career planning. Students should be provided with information and assistance in obtaining employment and/or additional training. Follow-up studies should be conducted to measure the success of the program.

## GUIDELINES:

☐ 1. Involve parents, students, school personnel, and school board members in developing a written plan for providing guidance services.

☐ 2. Provide for the orientation of all students regarding vocational program offerings.

☐ 3. Assist students in developing a knowledge of the world of work and leisure through career awareness and career exploration activities that also inform students of opportunities for employment.

☐ 4. Work with each student in grades 9-12, his/her parents, counselors, and teachers to develop a four-year career development plan which will be updated annually.

☐ 5. Provide bias-free informational materials and current information on non-sex stereotyped career choices.

☐ 6. Relate counseling activities to life-career planning and decision making.

☐ 7. Interface academic and vocational skill offerings.

☐ 8. Provide for individual differences, cultural differences, non-traditional career exploration and special needs of students.

☐ 9. Provide assistance and/or information on employment and/or additional training to program completers and early leavers.

## RESOURCES:

✓ • Alaska School Counselor's Handbook, Alaska State Department of Education, Pouch F, Juneau, AK 99811

✓ • Competency-Based Administrator Education Materials, Category C: Student Services, Alaska State Department of Education, Pouch F, Juneau, AK 99811

✓ • Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# MANAGEMENT INFORMATION SYSTEM

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL MAINTAIN RECORDS ON VOCATIONAL PROGRAMS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should keep accurate records of:

- local three-year plan including application for program approval and information on annual updates
- minutes. membership and recommendations of the local advisory council
- needs assessment data and conclusions
- audited receipts and expenditures for vocational education
- enrollment data and reports
- an inventory of the qualifications of the professional staff
- staff development activities
- efforts to provide equal access to vocational programs
- records of vocational instructor involvement in development of Individualized Education Programs for special needs students in vocational education
- curriculum documents outlining at least the basic units and instructional objectives for each program
- Vocational Student Leadership Organization activities
- an inventory of facilities. equipment, and a maintenance plan

- information on results of student placement and follow-up
- written plan for guidance services
- evaluation data and reports

B. The Local Education Agency should make these records available to Department of Education staff during on-site visitations.

## RATIONALE:

> A management information system provides documentation and validation of all aspects of the vocational program. It also facilitates an analysis of those conditions which affect the quality of vocational programs.

## GUIDELINES:

☐ 1. Review a list of all record keeping requirements. (See assurances in Appendix A.)

☐ 2. Maintain a filing system to meet the requirements.

## RESOURCES:

✓ • Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, AK 99811
(907) 465-4685/2980

# STATE AID

## STANDARD:

THE LOCAL EDUCATION AGENCY SHALL PROVIDE FINANCIAL SUPPORT FOR OPERATION OF QUALITY VOCATIONAL PROGRAMS.

## RECOMMENDED CRITERIA:

A. The Local Education Agency should keep accurate records of State aid for vocational programs.

B. The Local Education Agency should keep accurate records of the following vocational education expenditure categories:

- personnel
- instructional materials
- equipment
- facilities
- student services

## RATIONALE:

The quality of any vocational delivery system relies heavily upon the adequacy and consistency of its ongoing funding base. Alaska provides local education agencies with operational monies for state-approved vocational education programs. Each local education agency must effectively manage all resources available to support vocational education.

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## GUIDELINES:

☐ 1. Review the list of state-approved vocational courses for the district.

☐ 2. Collect quarterly enrollment information for each approved vocational course.

☐ 3. Calculate the total funding eligibility for the district.

☐ 4. Report the district's funding eligibility to the Alaska Department of Education in accordance with other district funding report processes (at end of first [revised] and fourth [final] quarters).

☐ 5. Design and maintain an on-going record keeping system for all data collected.

☐ 6. Assure that district vocational teachers' enrollment/grade books are kept on file for audit purposes. The books should clearly indicate entry and exit dates for each student.

☐ 7. Review local accounting system(s) to assure that financial records meet federal requirements.

## RESOURCES:

- ✓ Competency-Based Administrator Education Materials, Category H: Business and Financial Management, Alaska State Department of Education, Pouch F, Juneau, AK 99811
- ✓ Pupil Accounting Manual, Alaska State Department of Education, Pouch F, Juneau, AK 99811
- ✓ Enrollment Report Secondary (Appendix C)
- ✓ Instructional Units Computation (Appendix D)
- ✓ Division of Adult and Vocational Education  
  Alaska State Department of Education  
  Pouch F  
  Juneau, AK 99811  
  (907) 465-4685/2980

# Specific Requirements for Vocational Programs

To meet Alaska's requirements for vocational programs and to receive secondary vocational education foundation support, local education agencies must submit certain items to the Department of Education. The following list summarizes these requirements.

1. The Local Plan for Vocational Education (V05-223-12) shall be submitted to the Department of Education by July 1 of the first year of the three year plan cycle. The Local Plan narrative should include a description of vocational education programs planned for the three year period. (See Appendix A.)

2. District Vocational Education Program Applications (V05-223-12 a/b) shall be submitted to the Department of Education prior to July 1 as part of the three year plan. Program applications must be prepared for each program (i.e. home economics, business and office, trades and industry, etc.). Program applications must be reviewed and updated annually. Any changes must be submitted to the Department of Education. (See Appendix B.)

3. Department of Education Vocational Education Enrollment Report Secondary (V05-223-12 c) must be submitted to the Department of Education for the preceding year by July 1. (See Appendix C.)

4. Instructional Units Computations (V05-223-12 d) must be submitted to the Department of Education by November 1 of each school year. (See Appendix D.)

5. Application for Vocational Certification Waiver (V05-223-12 e) must be submitted when a person is given an assignment as vocational education instructor who does not possess appropriate vocational subject matter endorsement. (See Appendix H.)

6. An evaluation of the local vocational education program shall be submitted upon completion of the third year of the three year plan. This evaluation shall be submitted prior to or concurrent with a renewed three year plan. (See Appendix E for a suggested format.)

# APPENDICES

# APPENDIX A

## Local Plan for Vocational Education

# Local Plan for Vocational Education

School District: ______________________________

Address: ______________________________

______________________________

Three-year plan for FY _____ —FY _____

Beginning Date: ______________ Ending Date: ______________

Contact Person: ______________________________

Phone: ______________

Advisory Committee Approval by: ______________________________
(Chairperson)

Administrative Approval by: ______________, ______________
(Name)

______________________________
(Title)

VO5-223-12
(Rev 5/85)

# Certifications and Assurances

By my signature, I certify the information contained in this plan is correct, and agree upon the approval of terms and funds by the Alaska State Department of Education, to accept and perform the following general and specific conditions:

1. Control and account for all funds received and expended and non-expendable property, so they are clearly identifiable to the vocational program as required by state and federal laws and regulations governing this program.

2. Prepare, submit, and retain all records and reports of activities and fund uses at such times and for such period of time as are required by state and federal laws and regulations governing this program.

3. Accept and assist state staff during on-site reviews of activities, records, and accounts related to this project within the limits of reasonable advance notice, and with recognition of rights due process in the event of adverse decisions.

4. It shall be the policy of the local education agency to accept and place students without regard to race, color, religion, creed, national origin, sex, physical or mental handicap.

5. Each person employed as a vocational education instructor possesses Alaskan vocational education certification as provided by 4AAC 51.330.

6. Vocational education instructor(s) will participate on each child study team convened to develop, review, or revise an individualized education program when the child may be placed in a vocational education program as provided by 4AAC 51.360.

7. Opportunities will be provided for vocational students to participate in vocational student leadership organizations as provided by 4AAC 51.400.

This plan is scheduled for Board review on ______________________ or this plan was reviewed by the Board on ______________________.

DATE ______________________ SIGNATURE ______________________

TITLE ______________________

My authority to sign this Plan of Service is contained in the Board Minutes dated ____________.

A. **Needs Assessment**—This section should clearly and briefly describe the district's needs assessment procedures which included an analysis of the state and local labor markets and an assessment of community needs and interests.

**B. Goals/Objectives**—This section should list in priority order the goals and objectives of the total vocational program.

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C. **Resources**—This section should describe what resources (instructional materials, supplies, facilities, and equipment) will be needed to achieve the objectives.

# District Vocational Education Program Application

## Program Description—Form A

Directions: This section should be cooperatively prepared between the vocational education administrator and the instructional staff responsible for teaching the courses within this specific program. For each program, submit this "Program Description—Form A" with a copy of each "Course Description—Form B" needed to implement the program to the Office of Adult and Vocational Education. Retain one complete copy in the local vocational education administrator's office.

Important: Submit a separate set of "Program/Course Descriptions" (Forms A and B) for each vocational education program your school district plans to offer.

**School District:** ______________________________

**Address:** ______________________________

______________________________

**Contact Person:** ______________________________

**Telephone:** ______________________________

DOE Use Only
**CIP Code** ________

**1. Vocational Program Title:** ______________________________

**2. Vocational Courses within This Program:**
(List course titles in the order they are to be taken by the students.)

| **Vocational Courses within This Program** | **Scheduled for Delivery:** every year | every second year | every third year |
|---|---|---|---|
| ______________________________ | ____ | ____ | ____ |
| ______________________________ | ____ | ____ | ____ |
| ______________________________ | ____ | ____ | ____ |
| ______________________________ | ____ | ____ | ____ |
| ______________________________ | ____ | ____ | ____ |

______________________________
**Superintendent's Signature** **Date**

______________________________
**Vocational Director's Signature** **Date**

VOS-223-12 a
(Rev 4/85)

# District Vocational Education Program Application

## Course Description—Form B

DOE Use Only

1. **Program Title** ______________________ (Title from Form A) **CIP Code** __________

2. **Course Title** ______________________ **CIP Code** __________

3. **Course Overview:**

4. **Total Hours of Instruction** _____ (Must equal one semester or more for vocational approval.)

5. **List all sites where this course is to be offered:**

6. **Major pieces of instructional equipment (unit cost of $300 or more) that are required and available to teach this course:**

7. **Course Outline:**
(Note: The following form is a suggested format; district may substitute their own format if the following information is included.)

| Major Instructional Units | Instructional Objectives | Student Competencies/Outcomes |
|---|---|---|
| | | |

VOS-223-12 b
(Rev 4/85)

E. **Evaluation**—This section should describe how local vocational programs will be evaluated. It is suggested that an evaluation format be used such as the Self-Evaluation (Appendix E of the *Vocational Education Administrator's Handbook*) or the evaluation instrument from *Evaluative Criteria, Vocational Education—Alaska.*

F. **Management Information System**—This section should tie the program needs with the district/staff capabilities in a manner which will support the program's success.

1) Fiscal:
    a) Describe the procedure used to purchase, receive, and pay for supplies (expendable items).

    b) Describe the procedure used to purchase, receive, and pay for equipment (non-expendable items).

2) Student record keeping:
    a) Describe the district's procedure for keeping records on student enrollment.

G. **Student Services**—This section should describe the services offered to vocational students including guidance, placement, and follow-up.

H. **Personnel Development**—This section should describe inservice training planned for personnel employed as vocational education instructors.

## I. Vocational Advisory Committee:

| 1) Member's Names | Representing |
|---|---|

2) This section should describe the involvement of the local vocational advisory committee in the development of this plan.

# APPENDIX B

## Vocational Education Program Application

# Directions for Program Approval Applications

**Important:** This application should be prepared by the administrative and instructional staff with advice from the local vocational advisory committee and be consistent with the local plan for vocational education.

Submit a separate set of these application forms for each program title.

Retain one copy in the local vocational education director's office and submit one copy to:

Vocational Program Approval
Division of Adult and Vocational Education
Alaska State Department of Education
Pouch F
Juneau, Alaska 99811

**Who Must Submit:** All public school districts desiring to be eligible for state foundation support for their secondary programs. This system is designed as an ongoing approval system. Updates and changes may be made in any approved vocational education program by submitting revised program/course documentation to the address listed above.

**Timelines:** New or revised programs and/or courses must be submitted prior to July 1 for the following fall term and prior to November 1 for the following spring term. Submission after the above dates will be reviewed for approval in the next approval period.

The Division of Adult and Vocational Education will make a determination of the approvability status of each submission within 30 days of receipt.

**Review Cycle:** One third of the school districts' vocational education program approval files will be reviewed each year. THis review will be aimed at checking three distinct items:

1) Are all of the courses listed in a specific program being offered and available to students in a one, two or three year cycle;

2) Is the content of the individual courses within the program current and up-to-date; and

3) Should the program be revised or terminated?

# Classification of Instructional Programs

**Programs:** The Division of Adult and Vocational Education is using the following vocational education programs classification system. Applicants should consult the National Center for Education Statistics' document, A Classification of Instructional Programs, for more detailed information on vocational program categories. These titles must be used to identify the vocational education programs.

Individual courses that comprise each program may be titled as the district chooses. The Division of Adult and Vocational Education needs to be informed of any course title change, even if the content does not change.

| CIP CODES | PROGRAM TITLES |
|---|---|
| 01 | Agribusiness and Agricultural Production |
| 01.02 | Agricultural Mechanics |
| 01.03 | Agricultural Production |
| 01.05 | Agricultural Services and Supplies |
| 01.06 | Horticulture |
| 03 | Renewable Natural Resources |
| 03.01 | Renewable Natural Resources |
| 03.03 | Fishing and Fisheries |
| 03.04 | Forestry Production and Processing |
| 03.06 | Wildlife Management |
| 06 | Business and Management |
| 06.04 | Business Administration and Management |
| 06.18 | Small Business Management and Ownership |
| 07 | Business and Office |
| 07.01 | Accounting, Bookkeeping, and Related Programs |
| 07.03 | Business Data Processing and Related Programs |
| 07.06 | Secretarial and Related Programs |
| 07.07 | Typing, General Office and Related Programs |
| 08 | Marketing and Distribution |
| 08.03.02 | Cottage Industries |
| 08.07 | General Marketing |
| 08.11 | Transportation and Travel Marketing |
| 12 | Consumer, Personal, and Miscellaneous Services |
| 12.04 | Cosmetology |
| 15 | Engineering and Engineering-Related Technologies |
| 15.02 | Surveying and Mapping |
| 15.03 | Electrical and Electronics Technologies |

| CIP CODES | PROGRAM TITLES |
|---|---|
| 20 | Vocational Home Economics |
| 20.0101 | Comprehensive Consumer and Homemaking Home Economics |
| 20.0102 | Child Development, Care, and Guidance |
| 20.0103 | Clothing and Textiles |
| 20.0104 | Consumer Education |
| 20.0105 | Exploratory Homemaking |
| 20.0106 | Family/Individual Health |
| 20.0107 | Family Living and Parenthood |
| 20.0108 | Food and Nutrition |
| 20.0109 | Home Management |
| 20.0110 | Housing, Home Furnishing and Equipment |
| 20.02 | Child Care and Guidance Management and Services |
| 20.03 | Clothing, Apparel, and Textiles Management, Production, and Services |
| 20.04 | Food Production, Management and Services |
| 20.05 | Home Furnishing, and Equipment Management, Production, and Services |
| 20.06 | Institutional, Home Management, and Supporting Services |
| 21 | Industrial Arts |
| 21.01 | Industrial Arts |
| 46 | Construction Trades |
| 46.02 | Carpentry |
| 46.99 | Construction Trades, Other |
| 47 | Mechanics and Repairers |
| 47.01 | Electrical and Electronics Equipment Repair |
| 47.04 | Miscellaneous Mechanics and Repairers |
| 47.0602 | Aircraft Mechanics |
| 47.0603 | Automotive Body Repair |
| 47.0604 | Automotive Mechanic |
| 47.0605 | Diesel engine Mechanic |
| 47.0606 | Small Engine Mechanic |
| 48 | Precision Production |
| 48.01 | Drafting |
| 48.0203 | Commercial Art |
| 48.0204 | Commercial Photography |
| 48.0208 | Printing Press Operations |
| 48.05 | Welding |
| 48.07 | Woodworking |
| 49 | Water Transportation |
| 49.03 | Commercial Fishing Operation |

# District Vocational Education Program Application

## Program Description—Form A

Directions: This section should be cooperatively prepared between the vocational education administrator and the instructional staff responsible for teaching the courses within this specific program. For each program, submit this "Program Description—Form A" with a copy of each "Course Description—Form B" needed to implement the program to the Office of Adult and Vocational Education. Retain one complete copy in the local vocational education administrator's office.

Important: Submit a separate set of "Program/Course Descriptions" (Forms A and B) for each vocational education program your school district plans to offer.

**School District:** ____________________

**Address:** ____________________

____________________

**Contact Person:** ____________________

**Telephone:** ____________________

**1. Vocational Program Title:** ____________________

DOE Use Only
**CIP Code** ______

| **2. Vocational Courses within This Program:**<br>(List course titles in the order they are to be taken by the students.) | **Scheduled for Delivery:**<br>every year | every second year | every third year |
|---|---|---|---|
| ____________________ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ |
| ____________________ | ____ | ____ | ____ |

____________________
**Superintendent's Signature** **Date**

____________________
**Vocational Director's Signature** **Date**

VO5-223-12 a
(Rev 4/85)

# District Vocational Education Program Application

## Course Description—Form B

DOE Use Only

CIP Code ____________

CIP Code ____________

1. **Program Title** ______________________________
(Title from Form A)

2. **Course Title** ______________________________

3. **Course Overview:**

4. **Total Hours of Instruction** ______ (Must equal one semester or more for vocational approval.)

5. **List all sites where this course is to be offered:**

6. **Major pieces of instructional equipment (unit cost of $300 or more) that are required and available to teach this course:**

7. **Course Outline:**
(Note: The following form is a suggested format; district may substitute their own format if the following information is included.)

| Major Instructional Units | Instructional Objectives | Student Competencies/Outcomes |
|---|---|---|
| | | |

VO5-223-12 b
(Rev 4/85)

# APPENDIX C

## Enrollment Report
## Secondary

# Instructions for Completing Enrollment Report Secondary

**Enrollment Report Due: Fall and Spring**

1. Approved course CIP Number - Enter number of the approved course assigned by Department of Education.

2. Class/Course Title (one sheet per class) - i.e. Typing I, Co-op Business education; carpentry.

3. Periods per day - how many periods does the class meet each day?

4. Days per week - how many days does the class meet each week?

5. Weeks per course - how many weeks long is the class?

6. Period in school day - how many periods comprise a regular school day?

7. Teacher's signature

8. Vocational Administrator's signature - may be vocational director, principal, or other administrator in charge of vocational education.

9. Student's name - record all students enrolled in course and add new students. Student must have been in attendance for two weeks before name can be added to enrollment report.

10. Grade - identify numerically - i.e. 9, 10, 11, or 12 (do not list 7th and 8th graders).

11. A. On the 874 day, write in the number of days each student has been enrolled at that time. Photo copy and send enrollment report to your local administrator for Sheet D computations. Keep original for your file.

    B. On June 15, write in the number of days for each quarter that each student as been enrolled. Send enrollment report to your local administrator for Sheet "D" computation. Keep original for your file.

12. Copies of the final enrollment reports must be submitted to the Department of Education by July 1 for the preceding year.

# Enrollment Report
# Secondary

School ____________________

Department of Education
Office of Adult & Vocational Education
Pouch F
Juneau, Alaska 99811

INSTRUCTIONS ON THE BACK

Keep original copy and send in a duplicate copy.

Approved Course
CIP Number

CLASS/COURSE TITLE ____________________

Periods per day: ____________________

Days per week: ____________________

Weeks per course: ____________________

Periods in school day: ____________________

____________________

____________________

TEACHER'S SIGNATURE ____________________

VOCATIONAL ADMIN. SIGNATURE ____________________

SAMPLE

| Type or Print STUDENT'S NAME (Last, First, Initial) | SEX F-Female M-Male | Grade Level | Write the number of days for each quarter 1st | 2nd | 3rd | 4th | 1) Race/Ethnic Group | 2) Handicapped | 3) Disadvantaged | 4) Limited English | 5) Completion Status |
|---|---|---|---|---|---|---|---|---|---|---|---|
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1) **Race/Ethnic Group**
- WH - White, not Hispanic
- BL - Black, not Hispanic
- HI - Hispanic
- TS - Tsimshian
- ES - Eskimo
- AL - Aleut
- AI - American Indian
- AP - Asian or Pacific Islander
- HA - Haida
- TL - Tlingit
- AT - Athabascan

2) **Handicapped Condition**
- MR - Mentally Retarded
- HH - Hard of Hearing
- DF - Deaf
- VH - Visually Handicapped
- SI - Speech Impaired
- ED - Seriously Emotionally Disturbed
- OI - Orthopedically Impaired
- OH - Other Health Impaired
- DB - Deaf/Blind
- MH - Multihandicapped
- LD - Specific Learning Disability
- GT - Gifted and Talented

3) **Disadvantaged**

AD - Academically ED - Economically

4) **Limited English Proficiency**

Lau Categories "A" "B" "C" "D" "E" "F"

5) **Completion Status**
- C - Completed Program
- N - Noncompletion of Program

V05-223-12 c
(Rev 1/85)

# APPENDIX D

## Instructional Units Computation

# The Procedure for Completing the Instructional Unit Computation

A. In the heading enter the name of the district, the name of the school and the school year, and check the appropriate space for revised or final. A separate SHEET "D" is completed for each approved secondary school.

B. For each course enter:

1. The course name. Be sure to list only specific courses approved by the Alaska State Department of Education.

2. In column "A" enter the aggregate days of student membership for each course. Membership days must be calculated on an individual student basis. For example, if school was in session 180 days, 9 students were in membership all 180 days and 1 student was in membership just 70 days, the aggregate days membership would be:

   $$180 \times 9 + 70 \times 1 = 1,690$$

3. In column "B" enter the number of periods per day each course met.

4. In column "C" enter the number of periods in the school day.

5. In column "D" enter the number of days school was in session for this report. For the initial report, that number will be about 45. For the final report, that number cannot exceed 180.

6. Calculate the ADM/FTE (Average Daily Membership/Full-Time Equivalency) for each course by the formula:

   $$\text{ADM/FTE} = \frac{A \times B}{C \times D}$$

   For example, if for a course the aggregate days membership was 2,785 ("A"), the course met one period per day ("B"), there were six periods in the school day ("C"), and school was in session 180 days ("D"), the ADM/FTE would be:

   $$\frac{2.785 \times 1}{6 \times 180} = 2.579$$

   Round the result to the nearest tenth (2.6 for this example) and enter in column "E".

C. Add the ADM/FTE figures in column "E" and enter the total below.

D. To compute vocational instruction unit round off to the nearest whole number and refer to the table below (Note: when rounding, use the same procedure as in "B6" above. If the tenths position is .6 or above, round up to the next whole number. If it is .5 or less drop the tenths and use the whole number.)

E. To compute the number of instructional units refer to the following table:

| ADM/FTE | No. Instructional Units |
|---|---|
| 5-10 | 1 |
| 11-25 | 2 |
| 26-40 | 3 |
| 41 & over | 3 plus 1 for each 20 pupils or fraction of 20 pupils in full-time equivalent ADM |

F. Submit to the Department of Education by November 1.

## INSTRUCTIONAL UNITS COMPUTATION

**TO BE COMPLETED FOR VOCATIONAL COURSES**
*(Revised & Final Reports Only)*

trict____________________ School_______________ School Year______ Revised ______ Final_______

|  | A | B | C | D | E |
|---|---|---|---|---|---|
| Course name (List only courses approved by the Department of Education) | Aggregate Days Membership | Number of Periods Class Meets | Number of Periods in School Day | Days School in Session (not to exceed 180 for year) | ADM/FTE: $\frac{A \times B}{C \times D}$ (Round to tenths) |
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|---|---|---|
| ARRY FORWARD TO SHEET 1: | TOTAL ADM/FTE |  |
|  | TOTAL VOCATIONAL INSTRUCTION UNITS |  |

05-223-12d (Rev 9/81)

SHEET D

# APPENDIX E

## Self-Evaluation for Vocational Education

# Self-Evaluation for Vocational Education

School District: ______________________________

Directions:

1. Check the yes or no column. If yes, a rating of five (5) on an item indicates excellence and a one (1) indicates poor quality. Circle the rating which best describes the district's program.
2. Written comments following each item are encouraged.
3. Advisory committee members should assist in the evaluation process.

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| **The LEA submits its local plan to the Department of Education every three years.** | | | **5 4 3 2 1** | |
| The plan is reviewed annually. | | | 5 4 3 2 1 | |
| The local advisory council is involved in the planning process. | | | 5 4 3 2 1 | |
| The plan indicates the goals and objectives of the vocational program. | | | 5 4 3 2 1 | |
| The plan reflects the needs assessment. | | | 5 4 3 2 1 | |
| The plan describes the resources available. | | | 5 4 3 2 1 | |
| The plan describes the programs and courses available. | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| The plan describes the evaluation available. | | | 5 4 3 2 1 | |
| The plan describes the evaluation design. | | | 5 4 3 2 1 | |
| The plan describes the management information system. | | | 5 4 3 2 1 | |
| The plan describes student services available through the vocational program. | | | 5 4 3 2 1 | |
| The plan is kept on file. | | | 5 4 3 2 1 | |
| | | | | |
| **The LEA has established and maintained a Vocational Education advisory council.** | | | **5 4 3 2 1** | |
| The advisory council is involved in planning and evaluating vocational programs. | | | 5 4 3 2 1 | |
| The advisory council has appropriate community representation. | | | 5 4 3 2 1 | |
| Accurate records are kept of each advisory council meeting. | | | 5 4 3 2 1 | |
| | | | | |
| **The LEA conducts a needs assessment.** | | | **5 4 3 2 1** | |
| The needs assessment includes an analysis of state and local labor markets. | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| The needs assessment lists facilities and equipment used in the vocational program. | | | 5 4 3 2 1 | |
| The needs assessment includes information on community needs and interests. | | | 5 4 3 2 1 | |
| The needs assessment is kept on file. | | | 5 4 3 2 1 | |
| **The LEA provides financial support for operating vocational programs.** | | | 5 4 3 2 1 | |
| Funds generated through vocational student enrollment are used to support vocational programs including personnel, instructional activities, Vocational Student Leadership Organizations, facilities and equipment, student services, and staff development. | | | 5 4 3 2 1 | |
| The LEA keeps accurate records of vocational program funds collected and disbursed. | | | 5 4 3 2 1 | |
| Enrollment reports are kept on file. | | | 5 4 3 2 1 | |
| **All vocational program offerings are taught and administered by personnel possessing appropriate Alaska vocational certification.** | | | 5 4 3 2 1 | |
| Accurate records are kept of the qualifications of professional staff. | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| The guidance program includes information about vocational program offerings. | | | 5 4 3 2 1 | |
| The guidance program includes information/ placement assistance to vocational program completers and early leavers. | | | 5 4 3 2 1 | |
| Each student in grades 9-12 has a four-year career development plan which is evaluated and updated annually. | | | 5 4 3 2 1 | |
| Follow-up studies are conducted on program completers and early leavers to determine program success. | | | 5 4 3 2 1 | |
| Information on student placement and follow-up is kept on file. | | | 5 4 3 2 1 | |
| | | | | |
| **The LEA completes a written evaluation of each vocational program at least once during each three-year period.** | | | 5 4 3 2 1 | |
| Evaluation data is gathered from students, teachers, principals, counselors, employers, and advisory council members. | | | 5 4 3 2 1 | |
| Data is gathered on all aspects of the vocational programs. | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| Vocational Student Leadership Organizations are included as an integral part of the curriculum. | | | 5 4 3 2 1 | |
| Vocational Student Leadership Organization activities are documented. | | | 5 4 3 2 1 | |
| **The LEA provides instructional equipment and facilities comparable to those used in the occupation.** | | | 5 4 3 2 1 | |
| Equipment and facilities are occupationally relevant. | | | 5 4 3 2 1 | |
| Equipment and facilities meet curriculum objectives. | | | 5 4 3 2 1 | |
| Equipment and facilities meet health and safety standards. | | | 5 4 3 2 1 | |
| Equipment and facilities allow for equal access by all students. | | | 5 4 3 2 1 | |
| Equipment and facilities are adequately maintained, repaired, and replaced. | | | 5 4 3 2 1 | |
| A written inventory of facilities and equipment is maintained. | | | 5 4 3 2 1 | |
| **The LEA has written procedures for providing vocational education guidance services to all students and for placing vocational program completers and early leavers.** | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| **The LEA has a written curriculum for each vocational instructional program.** | | | 5 4 3 2 1 | |
| The curriculum includes an outline of the major instructional units of the program. | | | 5 4 3 2 1 | |
| The curriculum includes a list of instructional objectives. | | | 5 4 3 2 1 | |
| The curriculum includes a list of student competencies necessary for completion of the program. | | | 5 4 3 2 1 | |
| The curriculum includes a description of methods for evaluating student achievement. | | | 5 4 3 2 1 | |
| The curriculum includes a description of opportunities for student work experiences. | | | 5 4 3 2 1 | |
| The curriculum includes provisions for eliminating stereotypes. | | | 5 4 3 2 1 | |

| | | | | |
|---|---|---|---|---|
| **The LEA provides opportunities for students to participate in Vocational Student Leadership Organizations.** | | | 5 4 3 2 1 | |
| The LEA supports advisor(s) for Vocational Student Leadership Organizations. | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| **The LEA provides staff development and professional growth opportunities for vocational education personnel.** | | | 5 4 3 2 1 | |
| The LEA uses a formal needs assessment process in planning staff development activities. | | | 5 4 3 2 1 | |
| Adequate records are kept of staff development offered. | | | 5 4 3 2 1 | |
| **The LEA makes all vocational programs equally available to all students.** | | | 5 4 3 2 1 | |
| There is a statement of non-discrimination included in all LEA publications. | | | 5 4 3 2 1 | |
| The LEA has designated an equity coordinator. | | | 5 4 3 2 1 | |
| **The LEA accommodates the individual needs of special needs students enrolled in vocational education programs.** | | | 5 4 3 2 1 | |
| Vocational instructors are notified prior to the placement of exceptional children in their vocational courses. | | | 5 4 3 2 1 | |
| Vocational instructors are involved in the development of IEP's for exceptional children involved in their vocational programs. | | | 5 4 3 2 1 | |

| Standard/Criteria | Yes | No | Assessment | Comments |
|---|---|---|---|---|
| The LEA maintains records on vocational programs. |  |  | 5 4 3 2 1 |  |

**Signed:** ______________________________ ______________
Vocational Education Administrator Date

**Signed:** ______________________________ ______________
Superintendent Date

**Signed:** ______________________________ ______________
Vocational Advisory Council Chairperson Date

# APPENDIX F

## Needs Assessment

# PARENT – COMMUNITY SURVEY[9] FOR VOCATIONAL EDUCATION PLANNING

The __________________________ School District is seeking your opinions regarding our educational offerings so that we might better serve the needs of the community. We would very much appreciate your cooperation in completing this questionnaire. Since your name will not be associated with the answers, it is not necessary for you to sign your name.

1. Sex: ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Single ☐ Divorced
3. Economic Status: (Please check one.)
   ☐ (1) Above Average ☐ (2) Average ☐ (3) Below Average
4. Age: (Please check one.)
   ☐ (1) Young Adult ☐ (2) Middle-Aged Adult ☐ (3) Older Adult
5. Are you a parent of a school age child? ☐ Yes ☐ no
   If yes, please circle the grade level(s) of your child(ren)
   K 1 2 3 4 5 6 7 8 9 10 11 12
6. Please check the following items "yes," "no," or "no opinion."

| YES | NO | NO OPINION | |
|---|---|---|---|
| ☐ | ☐ | ☐ | 1. The curriculum offerings in the school appear adequate. |
| ☐ | ☐ | ☐ | 2. Schools should place more emphasis on preparing students for employment. |
| ☐ | ☐ | ☐ | 3. High school students should be encouraged to seek education past the high school level. |
| ☐ | ☐ | ☐ | 4. It is the primary responsibility of the school to stress proper attitudes and work habits that students should have. |
| ☐ | ☐ | ☐ | 5. Vocational education training should be extensive enough to meet the needs and interests of the majority of students. |
| ☐ | ☐ | ☐ | 6. The school should keep the community better informed about its educational programs. |
| ☐ | ☐ | ☐ | 7. I would be willing to pay more taxes for better vocational education training. |
| ☐ | ☐ | ☐ | 8. All students should have a saleable skill after completing a high school education. |
| ☐ | ☐ | ☐ | 9. Students should be able to attend another school to get training that is not available in their local school. |
| ☐ | ☐ | ☐ | 10. The school should provide more guidance and counseling to a student about his/her future education and career plans. |
| ☐ | ☐ | ☐ | 11. Students should have made tentative career plans prior to entering the eleventh grade. |
| ☐ | ☐ | ☐ | 12. Special vocational programs should be available for disadvantaged students or slow-learners. |
| ☐ | ☐ | ☐ | 13. Too much emphasis is placed on students going to college. |
| ☐ | ☐ | ☐ | 14. Vocational courses should be available for adults in the community. |
| ☐ | ☐ | ☐ | 15. More vocational training would reduce the drop-out rate and aid in discipline problems. |

7. Overall, how would you rate the education received by students in the ________________________ School District?
   ☐ (1) Excellent ☐ (3) Average
   ☐ (2) Good ☐ (4) Below Average
8. Circle highest level of education you received for each appropriate level:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ☐ | Grade School | 1 | 2 | 3 | 4 | 5 | 6 |
| ☐ | High School | 7 | 8 | 9 | 10 | 11 | 12 |
| ☐ | College | 1 | 2 | 3 | 4 | | |
| ☐ | Vo-Tech | 1 | 2 | | | | |
| ☐ | Other Post-secondary | 1 | 2 | | | | |

9. Please rank the social and civic skills you believe students should be made aware of in school:
   ____ Etiquette and Manners
   ____ Dress & Grooming
   ____ Individual Creativeness
   ____ Civic Pride
   ____ Music & Art Appreciation
   ____ Written Communications
   ____ Cultural Heritage
   ____ Discipline and Work Habits
   ____ Pleasant Disposition
   ____ Participation in Extra Curricular Activities
10. Please indicate areas of adult education and training that interest you:
    ________________________________________________________
    ________________________________________________________
    ________________________________________________________
    ________________________________________________________

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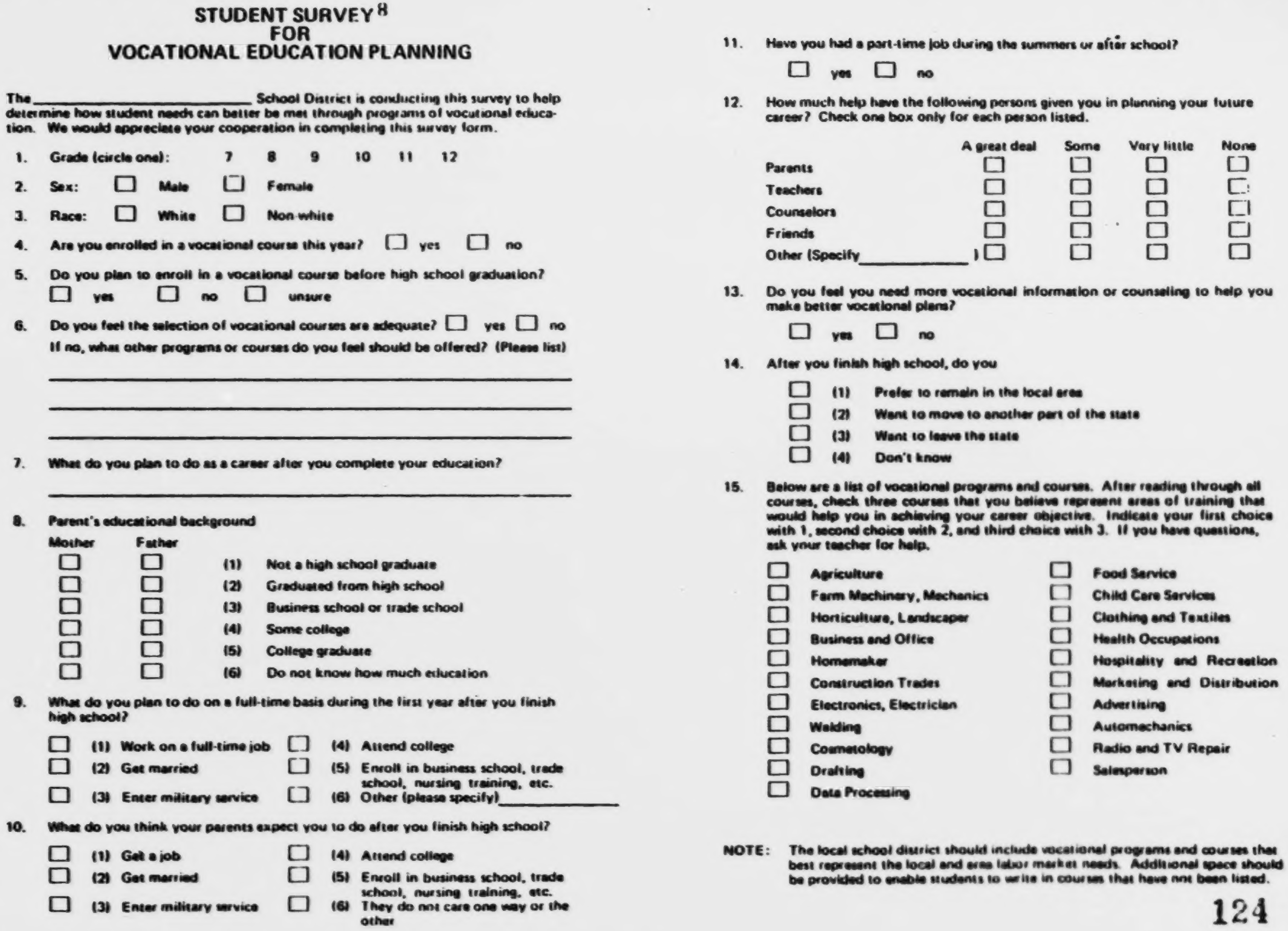
[9] Adapted from Peggy W. Patrick, Planning Vocational Education: A Guide for Local Administrators. (Little Rock, AR: Arkansas Department of Education, Vocational-Technical and Adult Education, 1977), p. 18.



## STUDENT SURVEY[8]
## FOR
## VOCATIONAL EDUCATION PLANNING

The ____________________ School District is conducting this survey to help determine how student needs can better be met through programs of vocational education. We would appreciate your cooperation in completing this survey form.

1. Grade (circle one): 7 8 9 10 11 12

2. Sex: ☐ Male ☐ Female

3. Race: ☐ White ☐ Non-white

4. Are you enrolled in a vocational course this year? ☐ yes ☐ no

5. Do you plan to enroll in a vocational course before high school graduation?
☐ yes ☐ no ☐ unsure

6. Do you feel the selection of vocational courses are adequate? ☐ yes ☐ no
If no, what other programs or courses do you feel should be offered? (Please list)
________________________________________
________________________________________
________________________________________

7. What do you plan to do as a career after you complete your education?
________________________________________

8. Parent's educational background

| Mother | Father | | |
|---|---|---|---|
| ☐ | ☐ | (1) | Not a high school graduate |
| ☐ | ☐ | (2) | Graduated from high school |
| ☐ | ☐ | (3) | Business school or trade school |
| ☐ | ☐ | (4) | Some college |
| ☐ | ☐ | (5) | College graduate |
| ☐ | ☐ | (6) | Do not know how much education |

9. What do you plan to do on a full-time basis during the first year after you finish high school?
☐ (1) Work on a full-time job
☐ (2) Get married
☐ (3) Enter military service
☐ (4) Attend college
☐ (5) Enroll in business school, trade school, nursing training, etc.
☐ (6) Other (please specify) ____________

10. What do you think your parents expect you to do after you finish high school?
☐ (1) Get a job
☐ (2) Get married
☐ (3) Enter military service
☐ (4) Attend college
☐ (5) Enroll in business school, trade school, nursing training, etc.
☐ (6) They do not care one way or the other

11. Have you had a part-time job during the summers or after school?
☐ yes ☐ no

12. How much help have the following persons given you in planning your future career? Check one box only for each person listed.

| | A great deal | Some | Very little | None |
|---|---|---|---|---|
| Parents | ☐ | ☐ | ☐ | ☐ |
| Teachers | ☐ | ☐ | ☐ | ☐ |
| Counselors | ☐ | ☐ | ☐ | ☐ |
| Friends | ☐ | ☐ | ☐ | ☐ |
| Other (Specify ____________) | ☐ | ☐ | ☐ | ☐ |

13. Do you feel you need more vocational information or counseling to help you make better vocational plans?
☐ yes ☐ no

14. After you finish high school, do you
☐ (1) Prefer to remain in the local area
☐ (2) Want to move to another part of the state
☐ (3) Want to leave the state
☐ (4) Don't know

15. Below are a list of vocational programs and courses. After reading through all courses, check three courses that you believe represent areas of training that would help you in achieving your career objective. Indicate your first choice with 1, second choice with 2, and third choice with 3. If you have questions, ask your teacher for help.

☐ Agriculture
☐ Farm Machinery, Mechanics
☐ Horticulture, Landscaper
☐ Business and Office
☐ Homemaker
☐ Construction Trades
☐ Electronics, Electrician
☐ Welding
☐ Cosmetology
☐ Drafting
☐ Data Processing
☐ Food Service
☐ Child Care Services
☐ Clothing and Textiles
☐ Health Occupations
☐ Hospitality and Recreation
☐ Marketing and Distribution
☐ Advertising
☐ Automechanics
☐ Radio and TV Repair
☐ Salesperson

NOTE: The local school district should include vocational programs and courses that best represent the local and area labor market needs. Additional space should be provided to enable students to write in courses that have not been listed.

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[8] Taken from Peggy W. Patrick, Planning Vocational Education: A Guide for Local Administrators. (Little Rock, AR: Arkansas Department of Education, Vocational-Technical and Adult Education, 1977), p. 13.

# APPENDIX G

## Inventory and Replacement Schedule

# Inventory and Replacement Schedule

| I.D.# | Item Description | Purchase Date | P.O.# | Price | Condition | Location | Serial # | Replacement Date |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

# APPENDIX H

## Application for Vocational Certification Waiver

# Application for Vocational Certification Waiver

**Instructor**

School District:

Instructor:

Instructor Assignment(s) - List class titles:

Instructor Qualifications Pertaining to Vocational Assignment:

Rationale for Requesting Waiver:

Signed:
Vocational Education Administrator
Date

Signed:
Superintendent
Date

Signed:
School Board Chairperson
Date

V05-223-12e
(Rev 1/85)

# APPENDIX I

## Technical Assistance

# On-Site — Technical Assistance Request Form

District

Date

Name of Contact

Phone

Identified Need

Brief statement of requested assistance

Proposed date for technical assistance

Mail to:

Unit Administrator
Division of Adult and
Vocational Education
Pouch F
Juneau, AK 99811

# APPENDIX J

## Disadvantaged and Handicapped Entitlement Funds

# Carl D. Perkins Vocational Education Disadvantaged and Handicapped Entitlement Funds

**Agency:** ________________________________________________

**Authorized Representative:** ________________________________________

**Contact Person:** ________________________________________________

The ________________________________ (is___; is not___) interested
(agency name) (please check one)
in the participation and obligations to provide expanded services as required of a recipient of these special entitlement funds from the Carl D. Perkins Vocational Education Act of 1984 (PL 98-524).

If you are interested in being a participating eligible recipient, please check the appropriate blanks. You may participate with either one or both groups for one, two, or three years.

a. Handicapped FY-86_____; FY-87_____; FY-88_____.

b. Disadvantaged FY-86_____; FY-87_____; FY-88_____.

As a participating eligible recipient for these special entitlement funds, you will be required to:

a. provide vocational assessment for (handicapped/disadvantaged) students enrolled in vocational education programs;

b. provide special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs of (handicapped/disadvantaged) students enrolled in vocational education programs;

c. provide guidance, counseling, and career development activities conducted by professional trained counselors for (handicapped/disadvantaged) students enrolled in vocational education programs; and

d. provide counseling services designed to facilitate the transition from school to post-school employment and career opportunities for (handicapped/disadvantaged) students enrolled in vocational education programs.

During the 1984-85 school year we had _____ economically disadvantaged students enrolled as secondary (9-12) or postsecondary students. We have identified our economically disadvantaged students using one or more of the following methods: (Please check those used.)

_____ 1. Family annual income at or below the official poverty line established by the Federal Director of the Office of Management and Budget adjusted for Alaska;

_____ 2. Eligibility for free or reduced priced school lunch (secondary only);

_____ 3. Eligibility for Aid to Families with Dependent Children or other public assistance programs;

_____ 4. Receipt of a Pell Grant or comparable state program of need-based financial assistance (postsecondary only);

_____ 5. Eligibility for participation in programs assisted under Title II of the JTPA.

During the 1983-84 school year we had _____ academically disadvantaged students enrolled as secondary (9-12) or postsecondary students. We have identified our academically disadvantaged students using one or more of the following methods: (Please check those used.)

_____ 1. Individual who scores below the 25th percentile on a standardized achievement or aptitude test;

_____ 2. Individual whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0);

_____ 3. Individual who fails to attain minimal academic competencies;

_____ 4. Individual who has limited English proficiency;

_____ 5. Individual who is a dropout from or is identified as potential dropout from a secondary school;

_____ 6. Individual in secondary school (9-12) who is receiving services under Chapter I.

During the 1983-84 school year we had _____ Limited English Proficient (LEP) students enrolled as secondary (9-12) or postsecondary students in vocational education programs. We have identified our LEP students using one or both of the following methods: (Please check those used.)

_____ 1. Individuals, who by means thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society;

_____ 2. Individuals (a) who were not born in the United States or whose language is a language other than English; (b) who come from environments where a language other than English is dominant; or (c) who are American Indian or Alaska Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency.

During the 1983-84 school year we had _____ handicapped students enrolled as secondary (9-12) or postsecondary students in vocational education programs.

> We have identified our handicapped students to mean individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Name _________________________ Title ________________

Signature _________________________ _____

# Formula for Distribution of Disadvantaged and Handicapped Funds

I. Funds reserved for handicapped individuals will be allocated to participating eligible recipients according to the following formula:

A. Fifty percent of the funds reserved for the handicapped individuals will be allocated to participating eligible recipients on the basis of the number of economically disadvantaged individuals enrolled by those eligible recipients in FY84 compared to the total number of economically disadvantaged individuals enrolled by all participating eligible recipients within the State in FY84.

By the following formula:

$$\frac{\text{Total number of economically disadvantaged students enrolled by eligible recipient:}}{\text{Total number of economically disadvantaged students enrolled by all eligible recipients:}} = \$$$

B. Fifty percent of the amount reserved must be allocated to participating eligible recipients on the basis of the relative number of handicapped students served in vocational education programs by those eligible recipients in FY84 compared to the total number of such individuals served by all such eligible recipients within the State in FY84.

By the following formula:

$$\frac{\text{Total number of handicapped students served by eligible recipient in vocational programs:}}{\text{Total number of handicapped students served by all eligible recipients in vocational programs:}} = \$$$

II. Funds for disadvantaged individuals will be allocated to participating eligible recipients according to the following formula:

A. Fifty percent of the funds reserved for disadvantaged individuals will be allocated to participating eligible recipients on the basis of the number of economically disadvantaged individuals enrolled by those eligible recipients in FY84 compared to the total number of economically disadvantaged individuals enrolled by all participating eligible recipients within the State in FY84.

By the following formula:

$$\frac{\text{Total number of economically disadvantaged students enrolled by eligible recipient:}}{\text{Total number of economically disadvantaged students enrolled by all eligible recipients:}} = \$$$

B. Fifty percent of the funds reserved for disadvantaged individuals will be allocated to participating eligible recipients on the basis of the number of disadvantaged individuals and individuals with limited English proficiency served in vocational education programs by those eligible recipients in FY84 compared to the total number of such individuals served by all participants eligible within the State in FY84.

By the following formula:

$$\frac{\text{Total number of disadvantaged and LEP students enrolled by eligible recipients in vocational programs:}}{\text{Total numbers of disadvantaged and LEP students enrolled by all eligible recipients:}} = \%$$

C. Funds allocated among participating eligible recipients under this section will be used by each participating eligible recipient for vocational education services and activities for individuals with limited English proficiency in the same proportion as the number of English proficient individuals served in the vocational education program of that eligible recipient in FY84 compared to the total number of limited English proficient individuals served by all such eligible recipients in FY84.

By the following formula:

$$\frac{\text{Total number of LEP students enrolled by eligible recipient:}}{\text{Total number of LEP students enrolled in vocational programs by all eligible recipients:}} = \%$$

# APPENDIX K

## Approved Vocational Student Leadership Organizations

# Approved Vocational Student Leadership Organizations

The following Vocational Student Leadership Organizations are recognized and supported by the Alaska State Department of Education:

### Distributive Education Clubs of America (DECA)

The mission of DECA is to help marketing, management, and distributive education teachers create learning opportunities that develop a greater understanding and appreciation of marketing, merchandising, distribution, management, and decision making, while at the same time increasing civic consciousness, building social intelligence, and developing leadership.

### Future Farmers of America (FFA)

Among the aims and purposes of FFA are strengthening the confidence of students in themselves and their work; creating more interest in the intelligent choice of agricultural occupations; participating in worthy undertakings for the improvement of the industry of agriculture; encouraging and practicing thrift; and encouraging improvement in scholarship.

### Future Homemakers of America/Home Economics Related Occupations (FHA/HERO)

FHA/HERO's goal is to help youth develop in the areas of personal growth, family life, vocational preparation, and community involvement. Members gain valuable life skills by using their home economics know-how to help children and the elderly, promote fitness and health, encourage handicap awareness, help their peers make responsible decisions concerning pregnancy and parenting, organize teen-run businesses through peer educational projects, and survey jobs and career opportunities. FHA/HERO projects capitalize on skills learned in class, provide experience in carrying out responsibilities, and help students learn to set and meet goals.

### Office Education Association (OEA)

OEA develops leadership abilities, interest in the free enterprise system, and competency in office occupations for students enrolled in Business Education programs. OEA provides students with the opportunity to participate in community service, school, and business-related activities.

### Vocational Industrial Clubs of America (VICA)

VICA was established to provide, through organized co-curricular programs, extra experiences that trades and industry students need to excel in the world of work. Activities are related to six major goals: personal growth, community understanding, safety, teacher recruitment, vocational youth cooperation, and good public relations. The organization adheres to the ideal that the nation's craftworkers and technicians must possess qualities of leadership, citizenship, character, social competence, and communications skills to complement their occupational skills.

# APPENDIX L

## Digest of Requirements for Teacher Certification in Alaska

**Alaska Department of Education**
**Pouch F**
**uneau, AK 99811**

# Digest of Requirements for Teacher Certification in Alaska

| Title of Certificate | Minimum Requirements | Endorsements[5] | Renewal Requirements |
|---|---|---|---|
| **Type A**<br>**Regular Certificate**<br>Valid for five years[3]<br>$30 application fee[4] | (a) Completed an approved teacher education program[1], (b) has a bachelor's degree, (c) has a recommendation (endorsement) from the preparing institution, and (d) has recency credit[2] | *Examples:*<br>Elementary<br>Secondary<br>Special Education<br>K-12<br>School librarian<br>Guidance counselor<br>Speech therapist<br>Vocational | Six semester hours of renewal credit[3] earned during the life of the expiring certificate. |
| **Type B**<br>Administrative Certificate<br>Valid for five years<br>$30 application fee[4] | (a) Completed an approved program[1] in school administration, (b) has a masters degree or higher, (c) has a recommendation (endorsement) from the preparing institution, (d) has three years of satisfactory teaching experience on a regular teaching certificate, and (e) has recency credit[2] | *Examples:*<br>School superintendent<br>School principal<br>Administrator of special education<br>Administrator of vocational education | Same as for Type A. |
| **Type C**<br>Special Services Certificate<br>d for five years<br>30 application fee[4] | (a) Completed a program in a special service area but not in teacher education, (b) has a bachelor's degree, (c) is recommended by the preparing institution, and (d) has recency credit[2] | *Examples:*<br>Nursing<br>Social work<br>Psychology<br>Speech therapy<br>Library | Same as for Type A. |
| **Type D**<br>Vocational Trades<br>Valid for two years<br>$10 application fee | (a) Four or more calendar years of full-time work experience in a trade or vocational pursuit, of which not more than two years may be formal training (trade school, technical institute, etc.), (b) a statement from one or more training agencies or past employers substantiating the experience, and (c) has proof of employment to instruct in trade or vocational area in an accredited school district in Alaska. | Based on the specific trade or vocation area<br>*Examples:*<br>Plumbing<br>Carpentry<br>Auto mechanics<br>Electronics | Three semester hours of credit (academic or non-academic), or additional training and/or work experience, acceptable to the Commissioner of Education, plus evidence of satisfactory service from the chief school administrator. Proof of employment in a school district in Alaska. |
| **Type E** Early Childhood Education Certificate<br>Education Associate I<br>Education Associate II<br>Valid for five years<br>$30.00 application fee | **ECE Associate I:** (a) has completed 30-credit university or college early childhood education program requiring at least 400 hours of supervised practicum experience or (b) has received approved Child Development Associate (CDA) Award.<br>**ECE Associate II:** (a) has completed an approved Associate Degree program in ECE, and (b) has completed requirements for ECE Associate I. | | Current CDA credential or six semester hours of renewal credit in early childhood education or a related field.<br>Six semester hours of renewal credit in early childhood education or a related field. |

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[1] Approved programs: Those offered by regionally accredited teacher training institutions which have been approved by the Alaska State Board of Education, or a comparable program in another state, as meeting the minimum requirements established by the "Standards of State Approval of Teacher Education," 1981 NASDTEC Standards.

[2] Recency credits: Six semester hours of credit earned within the five-year period prior to application.

ree of the six semester hours of renewal credit may be by correspondence courses or non-academic credit for the completion of institutes, workshops, travel, etc., with prior approval from the Commissioner of Education.

[4] A fee of $10 will be charged for each endorsement added after the current certificate was issued.

[5] Endorsements reflect the major teaching training areas.

| Title of Certificate | Minimum Requirements | Endorsements[5] | Renewal Requirements |
|---|---|---|---|
| Type T Temporary<br>A, B, C<br>Effective September 30, 1983<br>Valid for one year<br>$30.00 application fee | (a) meets all application requirements for certification except the six semester hours of recency, (b) provides evidence of satisfactory service during at least three of the five years immediately preceding application, (c) has never possessed an Alaska teacher certificate. | | Non-renewable. |
| **Letter of Authorization**<br>**Type I Recognized Expert**<br>**Valid for one school year**<br>**$10 application fee** | (a) Experience qualifying applicant as an expert in a specific area, verified by a detailed resume and (b) a request from the school board through the chief school administrator. | *Examples:*<br>Special languages<br>Local arts | Request of the school board through the chief school administrator. |
| **Letter of Authorization**<br>**Type II Emergency**<br>**Valid for one school year**<br>**$10 application fee** | Granted in an extreme emergency to an applicant who does not meet the requirements of a regular certificate and only at the request of the school board through the chief school administrator certifying that a regularly certificated person is not available. | *Examples:*<br>Emergency elementary<br>Emergency secondary | Non-renewable. |
| **Letter of Authorization**<br>Type III Student Teacher<br>Student Teacher<br>No Fee | Issued at the discretion of the Commissioner to a student teacher when assigned to a public school for the purpose of completing a course in practice teaching. | | |

**Nothing in this digest will abrogate commitments which were in existance prior to April 1, 1971.**

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[1] Approved programs: Those offered by regionally accredited teacher training institutions which have been approved by the Alaska State Board of Education, or a comparable program in another state, as meeting the minimum requirements established by the "Standards of State Approval of Teacher Education," 1981 NASDTEC Standards.

[2] Recency credits: Six semester hours of credit earned within the five-year period prior to application.

[3] Three of the six semester hours of renewal credit may be by correspondence courses or non-academic credit for the completion of institutes, workshops, travel, etc., with prior approval from the Commissioner of Education.

[4] A fee of $10 will be charged for each endorsement added after the current certificate was issued.

[5] Endorsements reflect the major teaching training areas.

# APPENDIX M

## Definitions

# Definitions

**Academically Disadvantaged** - A "disadvantaged" person who a) lacks reading and writing skills; b) lacks mathematical skills; or c) performs below grade level.

**Career Guidance and Counseling** - Those programs a) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and b) which assist them in making and implementing informed educational and occupational choices.

**Cooperative Education** - A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

**Curriculum** - A well defined continuum of learning experiences organized into programs in various subject matter areas.

**Disadvantaged** - Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

**Economically Disadvantaged** - Families or individuals who are determined by the Secretary of Education to be low-income according to the latest available data from the Department of Commerce.

**Handicapped** - Individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

**Industrial Arts** - Instructional programs or related courses organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designating, constructing, evaluating, and using tools, machines, materials, and processes; and assists individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

**Limited English-Speaking Ability** - Individuals who were not born in the United States or whose native tongue is a language other than English; and/or individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

**Limited English Proficiency (LEP)** - Any member of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English, some persons of Spanish, Chinese, or Italian heritage. The chief administrative official shall determine the method and the staff persons responsible for making the identification. Substantive evidence of an LEP condition must be kept on file.

**Program** - A subdivision of the total curriculum reflecting a logically related grouping of courses. In vocational education, one or more courses make up a program.

**Special Needs Population** - Youth and adults with academic or economic handicaps and mental or physical disabilities which hinder their success in the regular vocational education program.

**Vocational Education** - Organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program.

**Vocational Education Pupils** - As defined for Alaska's foundation support program, vocational education pupils are students in grades nine through twelve in average daily membership/full time equivalency enrolled in vocational education courses as approved by the department.

**Vocational Student Leadership Organizations** - Those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. Such organizations may have state and national units which aggregate the work and purposes of instruction in vocational education at the local level.

# APPENDIX N

## Bibliography of References Pertaining to Vocational Education

# Bibliography

*Alaska School Counselors Handbook*, Alaska State Department of Education, Pouch F, Juneau, AK 99811

*Competency Based Administrator's Education Materials*, Alaska State Department of Education, Pouch F, Juneau, AK 99811

*Compiled School Laws of Alaska*, Alaska State Department of Education, Pouch-F, Juneau, AK 99811

*Education Regulations - Title 4*, Alaska State Department of Education, Pouch F, Juneau, AK 99811

*Evaluative Criteria, Vocational Education - Alaska*, Alaska State Department of Education, Pouch F, Juneau, AK 99811

*Performance Based Teacher Education Modules*, American Association for Vocational Instructional Materials, 120 Engineering Center, University of Georgia, Athens, Georgia 30602

*Pupil Accounting Manual*, Alaska State Department of Education, Pouch F, Juneau, AK 99811

*Special Education Regulations*, Alaska State Department of Education, Pouch-F, Juneau, AK 99811

*Standards for Cooperative Vocational Education in Alaska*, Alaska State Department oof Education, Pouch F, Juneau, AK 99811

*Vocational Education for Handicapped Students*, "Guidelines for Program Development", Alaska State Department of Education, Pouch F, Juneau, AK 99811

*Vocational Education Local Advisory Committee Handbook*, Alaska State Advisory Council on Vocational Education, 205 N. Franklin Avenue, Suite 2, Juneau, AK 99801

*Vocational Student Leadership Organizations Advisor's Manual*, The Northern Institute, 650 W. International Airport Road, Anchorage, AK 99502

# APPENDIX O

## Vocational Education Program Requirements

# CHAPTER 51

## Article 3
## Vocational Education Program Requirements

Section
200 Purpose of chapter
210 Program requirements

4 AAC 51.200. PURPOSE OF CHAPTER. The purpose of this chapter is to establish minimum requirements for secondary vocational education programs in Alaska.

Effective Immediately
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.210. PROGRAM REQUIREMENTS. (a) Except as otherwise provided by 4 AAC 51.330 and 4 AAC 51.410, each district which offers a vocational education program under the provisions of this chapter, and elects to receive state aid under AS 14.17.010 for vocational programs, must

(1) submit a vocational education plan for approval by the department as required by 4 AAC 51.300;

(2) employ vocationally certified instructors qualified under 4 AAC 51.330;

(3) develop a plan for inservice training of vocational education instructors as required by 4 AAC 51.340;

(4) provide all students with an equal opportunity to participate in vocational programs as required by 4 AAC 51.350;

(5) include vocational education instructors in the development of individualized education programs as required by 4 AAC 51.360;

(6) adopt a written curriculum for each vocational program in the manner required by 4 AAC 51.370;

(7) provide instructional equipment and facilities as required by 4 AAC 51.380;

(8) evaluate vocational education programs in the manner required in 4 AAC 51.390;

(9) provide for vocational student leadership organizations as required in 4 AAC 51.400;

(10) provide for vocational education guidance and placement as required by 4 AAC 51.410.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

# Article 4
# Program Administration

300 Local vocational education plan
310 Advisory committee
320 Needs assessment
330 Personnel qualifications
340 Personnel development
350 Equal opportunity
360 Vocational education for exceptional children
370 Curriculum
380 Vocational facilities & equipment
390 Evaluation
400 Vocational student leadership organizations
410 Vocational guidance & placement

4 AAC 51.300. LOCAL VOCATIONAL EDUCATION PLAN. (a) Each district shall develop and submit to the department for approval a vocational education plan.

(b) The plan required by (a) of this section must include:

(1) a description of the involvement of the local advisory committee required by 4 AAC 51.310;

(2) a description of the needs assessment required by 4 AAC 51.320;

(3) a description of the facilities and equipment available to implement the plan as required by 4 AAC 51.380;

(4) a description of the curriculum required by 4 AAC 51.370;

(5) a design for vocational education program evaluation required by 4 AAC 51.390; and

(6) a description of the guidance services required by 4 AAC 51.410.

(c) The local vocational education plan must be updated at a minimum every third year.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.310. ADVISORY COMMITTEE. (a) Each district shall utilize a vocational education advisory committee for the purpose of assisting the district in planning and evaluating vocational education programs.

(b) The advisory committee shall have members representing

(1) the vocational education program(s); and

(2) the employers and employees of the region to be served by the program(s);

(c) The advisory committee

(1) must meet at least twice each year as the school district vocational education advisory committee; and

(2) must maintain minutes of each meeting.

Effective Immediately
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.320. NEEDS ASSESSMENT. (a) Each district must utilize results of a formal assessment of employment opportunities, educational resources, and community interests in developing the vocational education plan.

(b) The assessment required by this section must address

(1) employment opportunities;

(2) facilities and equipment needed in the instructional program;

(3) current vocational education programs; and

(4) community needs and interests.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.330. **PERSONNEL QUALIFICATIONS.** (a) Each person employed as a vocational education instructor must possess

(1) a Type A or B Certificate issued under 4 AAC 12.020 - 4 AAC 12.030 with a vocational education endorsement issued under 4 AAC 12.060(b)(1); or

(2) a Type D Certificate issued under 4 AAC 12.050 for a specific trade.

(b) The department may grant a waiver of the endorsement requirements imposed by (a) of this section for a school site which has an average daily membership of less than 50.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.340. **PERSONNEL DEVELOPMENT.** (a) Each local vocational education plan must describe inservice training planned for personnel employed as vocational education instructors.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.350. **EQUAL OPPORTUNITY.** Each school district must (a) provide all students an opportunity to enroll in vocational education programs; and

(b) adopt policies to assure equal opportunities and nondiscrimination.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.360. **VOCATIONAL EDUCATION FOR EXCEPTIONAL CHILDREN.** A vocational education instructor shall serve on each child study team convened to develop, review, or revise an individualized education program under 4 AAC 52.140 when the exceptional child may be placed in a vocational education program under 4 AAC 52.150.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.370. CURRICULUM. In addition to the requirements imposed by 4 AAC 05.080 each school district must adopt a written curriculum for each vocational program, that

(1) lists the student competencies necessary for completion;

(2) provides for the integration of leadership competencies; and

(3) describes the opportunities available to the student for work experience.

Effective Immediately
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.380. VOCATIONAL FACILITIES AND EQUIPMENT. (a) Each school district must provide equipment and facilities that are

(1) capable of meeting instructional objectives; and

(2) maintained to meet state and federal health and safety standards.

(b) The district must establish a written procedure for the maintenance, repair, and replacement of vocational education equipment.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.390. EVALUATION. (a) The evaluation of the vocational education curriculum required by 4 AAC 05.080(e) must include:

(1) input from students, former students, teachers, principals, counselors, and advisory committee members; and

(2) an assessment of the district's implementation of each requirement imposed by 4 AAC 51.210.

(b) A written summary of the evaluation must be submitted to the department as part of the needs assessment required by 4 AAC 51.320.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.400. VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS. (a) Each district must provide an opportunity for vocational students to participate in vocational student leadership organizations.

(b) Each vocational student organization must have an instructor designated as the advisor.

(c) This section does not apply to school sites with an average daily membership of less than 50.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.410. VOCATIONAL GUIDANCE AND PLACEMENT. (a) Each district must establish procedures for providing career and vocational guidance services.

(b) The services must include:

(1) distribution of a written description of the vocational programs offered to potential students, parents, and other interested parties; and

(2) access to information regarding advanced training or employment and placement.

Effective Immediately
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

# Article 5
# Program Application and Review

Section
500 Application
510 Program review

4 AAC 51.500. APPLICATION. (a) Each district may apply for state aid under AS 14 for vocational education by submitting a local vocational education plan.

(b) The vocational education plan must be submitted on forms provided by the department, to the Department of Education, Pouch F, Juneau, AK 99811.

(c) To be approved, the local vocational education plan must meet the requirements of 4 AAC 51.200 - 4 AAC 51.410.

(d) The department will review the local vocational education plan and notify the district within 90 days of its approval or disapproval.

Effective July 1, 1986
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

4 AAC 51.510. PROGRAM REVIEW. (a) The department will review school district programs to insure compliance with the requirements of this chapter and assurances given in the application for state aid.

(b) Upon request by the department, a district must provide any information or reports required by this chapter.

(c) The department will exercise its best efforts to provide at least 30 days written notice before reviewing a district program.

(d) The department will submit written results of the program review to the district within 60 days of a review under (a) of this section. The written results will include any requirements for corrective action.

(e) Subject to the provision of 4 AAC 40.010-050, the department determines that a district is out of compliance with the requirements of this chapter or assurances given in the application for state aid it may suspend approval of state aid and payments made under AS 14.17.

Effective July 1, 1987
Authority: AS 14.07.020(1), (2) and (4)
AS 14.07.060
AS 14.35.020

## Article 6
## General Provisions

4 AAC 51.990. DEFINITIONS. As used in this chapter:

(1) "curriculum" means the instructional program content as approved by the department;

(2) "formal" means a structured procedure for obtaining information;

(3) "program" means a logically sequenced set of instructional outcomes.

(4) "vocational education" means organized programs approved by the department for grades nine through twelve that prepare individuals for paid or unpaid employment, or for advanced education, in an occupation that requires less than a baccalaureate degree.

(5) "vocational student leadership organizations" means those organizations for individuals enrolled in vocational education programs which engage in leadership training activities as an integral part of the instructional program.

Effective Immediately